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ABSTRACT

The document--two thirds of which consists of appendixes--presents the final report of Project PREP (Preschool Recreation Enrichment Program), which evaluated a handicapped preschool children's recreation program emphasizing motor, socialization, self concept, and language development. The need for preschool recreation programs for handicapped children is briefly reviewed, along with project goals and perceived benefits and the literature on early intervention motor development programs. A chronological sequence of project activities that led to the testing and development of the PREP model and materials is presented for each of the project's 3 years. The activities of the first year focused on the development of a prototype recreation program for preschool handicapped children, and the pilot testing of that program. Major activities of the second year included an experimental study of the effects of the PREP model with preschool handicapped children, and a revision of PREP materials based on evaluation data. In the third year, the revised PREP model and materials underwent preliminary field testing, and final revisions were made to the materials. The project culminated with the completion and dissemination of two products: the PREP Manual and the PREP Implementation and Resource Guide. Appendixes include the results of several PREP surveys and studies, and assessment and evaluation forms. (DLS)

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Preschool Recreation Enrichment Program

Final Report

EC123072

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Final Report

Grant No. G007500555

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Associated Learning Through Developmental Play: Providing Life Experiences Through Recreation and Physical Education for Handicapped Preschool Children

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United States Department of Health, Education and Welfare
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ABSTRACT

Project PREP, Preschool Recreation Enrichment Program, evolved from the urgent need for (quality) recreation services for preschool handicapped children, evidenced by the large number of these children who were unserved, through either recreation or education. The project also addressed the relative lack of curriculum materials specifically designed for use in physical education and recreation programs for preschool handicapped children. Project PREP was based upon the proposition that the process of play and physical activity could be utilized as a modality through which motor, cognitive and language skills could lead to discovery, reasoning and thought while simultaneously serving as a bridge to social development.

The purpose of the project was to test a recreation program based on a life experience approach which emphasized the motor, socialization, self-concept and language development of preschool handicapped children; to develop and test the utility of a public park and recreation agencies in providing services for preschool handicapped children; and to assist interested public park and recreation agencies in developing programs designed to meet the individual needs of preschool handicapped children.

The result of this three year grant is the Preschool Recreation Enrichment Program (PREP) and materials which are directed toward augmenting recreation programs for preschool handicapped children. Two sets of materials, the PREP Manual and the PREP Implementation and Resource Guide have been produced. They detail the systematic approach of operationalizing the Preschool Recreation Enrichment Program. As a result of this project, 23 programs based on the PREP model were initiated in seven states. Data indicates that approximately 2,500 preschool handicapped children to date have been enrolled in programs based on PREP. The PREP model has been experimentally tested and field tested and the resulting PREP materials are presently ready for dissemination to the recreation field.

CHAPTER I

INTRODUCTION

In June, 1975, the Special Services Division of the Maryland National Capital Park and Planning Commission (MNCPPC) was awarded a three year grant from the Bureau of Education for the Handicapped, entitled "Associated Learning Through Developmental Play: Providing Life Experiences Through Recreation and Physical Education for Handicapped Preschool Children." This study was based on a rationale which proposes that play and physical activity can be utilized as a modality through which motor, cognitive, and language skills could lead to discovery, reasoning, and thought while simultaneously serving as a bridge to social development.

Statement of the Problem

There are approximately eight million handicapped children in the United States. About 1,187,000 of these children are between the ages of 0 - 5. According to an untitled BEH Child Count Report (1977), despite a national commitment to serve every handicapped child, only 30 states, the District of Columbia and Puerto Rico have legislation requiring education of preschool handicapped children ages 3 - 5. Of the states serving preschool handicapped children, most fall far behind in their services to this group.

To focus specifically on recreation and physical education services for the handicapped, it was estimated that fewer than 25 percent of all educational agencies provided any type of physical education programs for handicapped children, and that the majority of the existing programs did not meet the specific physical education program needs of preschool handicapped children. Educational programming for preschool handicapped children in recreation, which is a significantly related and allied field to physical education, also suggested a strong need for motor development programming for preschool handicapped children. It was recognized that during the preschool years, physical activity and play form the basis for other learning and developmental experiences. Therefore, the lack of physical education and recreation programs specifically designed for preschool handicapped children strongly suggested a need for program models and materials in special physical education and recreation for this population.

Need for Preschool Recreation Programs for Handicapped Children

Two significant laws, Section 504 of the Rehabilitation Act of 1973 and Public Law 94-142, the Education for all Handicapped Children Act of 1975, will have considerable impact on the provision of recreation and physical education services to the handicapped. The former specifically prohibits discrimination against and denial of benefits to handicapped persons in any program or activity receiving federal financial assistance. The latter insures that each handicapped child aged 3 - 21 years is entitled to a free appropriate public education, in the least restrictive environment, and to be treated equally with non-handicapped children with regard to identification, placement, and all education services.

According to PL 94-142, the term "free appropriate public education" means special education and related services which have been provided at public expense, under public supervision and direction, without charge, and which meet the standards of the state educational agency to include an appropriate preschool, elementary, or secondary education provided in conformity with the individualized education program required for each child under the law. The federal government makes formula grant funds available to state and local agencies to assist them in the implementation of PL 94-142, and in addition, authorizes incentive grants to states which expand education of handicapped children to include children three years through five years of age. As cited in the Rules and Regulations of the Education for All Handicapped Children Act, section 121 - Incentive Grants: "Congress established incentive grants in the recognition that when education begins at the earlier stages of development (1) benefits are maximized; (2) additional or more severe handicaps may be prevented; and (3) greater long-term cost effectiveness is realized."

Public Law 94-142 states that without exception, every one of the nation's handicapped children[1] should receive "special education and related services." In sub-part G, Section 121a of the law, "special education" is defined as "specially designed instruction . . . to meet the unique needs of a handicapped child, including . . . instruction in physical education." Physical Education includes the development of physical motor fitness, fundamental motor skills and patterns, body

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[1]Under this law, a handicapped child is defined as: Mentally retarded; hard of hearing; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired; other health impaired; deaf; blind; multihandicapped; having specific learning disabilities; or who, because of these impairments need special education and related service.

mechanics, individual and group games and sports, skills to include intramural and lifetime sports, dance and movement education and the use of movement as a method for acquisition of affective, social, emotional and cognitive skills.[2] According to Section 121a 307 of the final regulations (August 23, 1977) physical education provisions include:

> (a) General. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.
>
> (b) Regular physical education. Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children unless:
>
> (1) The child is enrolled full time in a separate facility; or
>
> (2) The child needs specially designed physical education, as prescribed in the child's individualized education program.
>
> (c) Special physical education. If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the service directly, or make arrangements to provide such services through other public or private programs.
>
> (d) Education in separate facilities. The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

Developing motor skills and motor control, learning to play cooperatively with others and taking part in games, is important to the well-being of all persons. They are at least equally so for those with handicaps, not simply in terms of the individual's health, but in building self-confidence and in opening doors for fuller participation in the larger society. For the preschool handicapped child, especially, stimulating experiences which take place during the formative years "may substantially and perhaps permanently influence his or her cognitive (and motor) development as well as physical health."[3]

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[2]The Preschool Recreation Enrichment Program (PREP) emphasizes the learning of fundamental fine and gross motor skills. PREP also facilitates the development of cognitive, emotional and social skills.

[3]Report to the President "Mental Retardation: Century of Decision." Prepared by the President's Committee on Mental Retardation, March, 1976.

The National Advisory Committee in its 1977 Annual Report, The Individualized Education Program: Key to an Appropriate Education for the Handicapped Child, emphasizes the importance of physical education, recreation and leisure time activities for handicapped children. Though the report points out that Public Law 94-142 has recognized the importance of physical education, recreation and leisure education in the lives of handicapped children, and requires that Individual Education Program (IEP) include appropriate services in these areas, physical education and recreation are frequently neglected elements of the child's program. In response to this neglect, the National Advisory Committee made the following recommendation:

> That the Bureau of Education for the Handicapped monitor school performance in physical education and recreation for the handicapped during the next five years; that during this period it issue brief annual reports indicating the degree to which physical education and recreation are reflected in individualized education programs; and that it continue to encourage the dissemination of related instructional programs, materials, and models. (page 5)

Additional evidence of the inadequacy of physical education services is noted in the 1977 Annual Report of the National Advisory Committee on the Handicapped, which states that "only about a fifth of the Nation's public schools offer physical education programs to handicapped children, and the availability of physical education professionals trained to work with such children is reported to range from none in hundreds of school districts to about a fourth of the overall physical education staff in a few." (page 15) Data is not available at this time on the number of physical education professionals trained to work with preschool handicapped children, but it is expected to be low.

The alarming result is that a vast majority of the eight million handicapped children in the United States do not receive appropriate physical education services. Further, it is expected that only a small number of preschool handicapped children receive these services.

Recreation is considered one of a group of supportive services which are required to assist a handicapped child to benefit from special education. The parameters of recreation in the context of the published regulations for PL 94-142 incorporate four specified elements:

- Assessment of Leisure Function
- Therapeutic Recreation Services
- Recreation Programs in Schools and Community Agencies
- Leisure Education

The values inherent to recreation are, in the very least, equally pertinent to the preschool handicapped child as they are to the non-handicapped -- and in the broader sense, are frequently more important.

If recreation is to have an impact on educational programs for handicapped preschool children, public agencies (i.e. park and recreation agencies) must demonstrate the importance of this related service and how it may be included in the development of individual education plans (IEPs). Thus, agencies which provide recreation services must initiate steps to make recreation a viable part of educational programs for handicapped children.

Assessment of Leisure Function can be interpreted as the use of accepted concepts of such services as activity analysis, leisure counseling and leisure education to evaluate attitudes, knowledge, skills, and physical capacities as they affect the handicapped child's recreation needs and interests. The assessment of leisure function provides a prescriptive base for the handicapped child's recreation needs and capabilities.

Therapeutic Recreation is a program within the field of recreation which directs itself to services for special populations, with a heavy emphasis on serving the recreation needs of the handicapped. It is a process that uses recreation as a purposive intervention in some type of behavior in order to modify or change that behavior or to promote the growth and development of the handicapped or disabled individual. Therapeutic Recreation incorporates, among its other services, the areas of activity analysis, leisure counseling, and prescriptive programming. PL 94-142 initiates new, broad directions for community recreation, which is a part of therapeutic recreation, because in addition to its inclusion as a related, supportive service for special education it implies the eventual requirement for the incorporation of the handicapped into the total leisure services system of the community.

Recreation Programs in Schools and Community Agencies include the regular school program, after-school and intramural recreation, and recreation programs in public and private settings. Community leisure services involve all community agencies, in addition to the school and the municipal leisure services agencies which have a potential for providing recreation activities for citizens. These programs can serve handicapped children best when the issues are recognized, ideas are shared and concerns are dealt with on an integrated basis; all must work together to provide a delivery system of community leisure services for the handicapped.

Leisure Education includes curriculum efforts designed to assist handicapped children to effectively utilize their leisure time. The worthy use of leisure was established as a cardinal principle of education 60 years ago, although it has rarely been implemented as practice. An appropriate curriculum must incorporate preparation for leisure as a means of facilitating life adjustment and enhancing the quality of life. Learning how to find enjoyment and meaning during leisure is as important a part of a total education program as learning to read, speak and count. Leisure education experiences enable handicapped children to expand their environment and its resources from the classroom to the school and its surroundings; to the neighborhood and to the community. A comprehensive leisure education program, in addition to helping the handicapped child discover new talents and forms of personal expression, provide the personal skills which will facilitate participation. These include social and intellectual skills which help the handicapped child successfully integrate into the community.

Federal agencies are concerned that the education of the handicapped enable these individuals to become involved, contributing members of society, to the greatest extent possible in each case. In an informal memorandum (October, 1976) giving an overview of both the Bureau of Education for the Handicapped and the Division of Innovation and Development, Dr. Garry L. McDaniels, Director, listed the following six objectives:

- To assure that every handicapped person receives an appropriately designed education;
- To assist the States in providing educational services to all handicapped persons;
- To assure that all handicapped youngsters leaving school had career educational training relevant to the job market, their career aspirations and their fullest potential;
- To assure that all handicapped pupils have teachers and other resource persons trained in the particular skills required to help them achieve their full potential;
- To secure the enrollment of handicapped children of preschool age in educational and day care programs;
- To encourage additional educational programming for severely handicapped children toward enabling them to become as independent as possible.

Recognizing a critical need for prototype projects for handicapped children from birth through the early primary school years, in 1968 Congress enacted the Handicapped Children's Early Education Program (Part C of PL 91-230) authorizing the development of experimental preschool projects for handicapped children.

Sometimes referred to collectively as the First Chance Network, the 150 projects currently included in the program seek to develop and demonstrate effective intervention approaches to assisting handicapped children during their early years. Diversity among projects has been encouraged to develop models that are applicable to as many different handicapping conditions and environmental settings as possible. As a group, the projects provide services for orthopedically impaired, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, and other health impaired children who require special education and related services. In addition to intervention services for the young, First Chance projects emphasize parent and family involvement, coordinate comprehensive ventures with other agencies; and participate in broad-range program planning and evaluation activities. Finally, each project must be structured in such a way as to enable other communities to replicate or adopt exemplary programs or program components to meet their own needs.

The First Chance projects receive a mix of broad program support and consultative services from the Technical Assistance Development System (TADS), a component of the Frank Porter Graham Child Development Center at the University of North Carolina. TADS offers assistance in the areas of intervention, program planning and evaluation, and media and information. These projects help to broaden the base of educational programs for preschool handicapped children.

The importance of developing programs for all handicapped persons, and especially for preschool handicapped children has been recognized by those providing physical education and recreation programs across the country. In 1978 the Project PREP staff conducted a survey to determine the types of services currently provided for preschool handicapped and non-handicapped children by park and recreation agencies. The survey was conducted using a random stratfied sample of park and recreation departments serving populations of various sizes. In addition to determining current levels of physical education/recreation programming for preschool children, the survey sought to identify whether those responding were planning to initiate preschool programs, and whether they expressed an interest in the PREP materials. (For complete survey results, see Appendix A.)

Information received in the survey indicated that there is a recognizable need for increased recreation and physical education programs for both handicapped and non-handicapped children under the age of five. Those agencies serving larger populations (over 100,000) conducted more recreation and physical education programs for preschoolers; however, less programming was provided for this age group than for any other. Whereas 81 percent of those agencies serving a population over 100,000 had some type of preschool program, only 32 percent reported that they had programs for handicapped preschoolers. Sixty-seven percent of the agencies serving a population of 100,000 or less indicated that they are currently providing programs for children under 5, with only 16 percent of these agencies providing programs for preschool handicapped children. This means that almost three-fourths of the agencies surveyed provide no recreational services for preschool handicapped children in their area.

Survey results indicated that relatively few of the agencies currently providing services for preschool handicapped children have a specialized program or curriculum. Seventeen percent of those agencies serving larger populations (over 100,000) stated that there is a specialized program already in use; only six percent of the agencies serving less than 100,000 people stated that there is a specific curriculum in use in their preschool programs serving handicapped children.

Of those agencies serving more than 100,000 people and not currently providing recreation programs for preschool handicapped or non-handicapped children, 39 percent indicated that they plan to initiate programs for handicapped children under 5 years, and approximately 32 percent of those responding stated that they have plans to begin programming for non-handicapped preschool children. Twenty-nine percent of the agencies serving 100,000 or less indicated that they have plans for initiating programs for the preschool handicapped children in their areas, and another 41 percent stated that they would be starting programs for non-handicapped children under the age of 5.

Three-fourths of the agencies surveyed indicated that a specialized program curriculum would be helpful to the implementation of preschool recreation programs for handicapped and non-handicapped children. The PREP materials were designed to fill this need, and survey results indicated that agencies across the United States, serving many different populations, were interested in receiving the PREP materials for possible use in their preschool recreation programs.

A large majority of the agencies surveyed also expressed an interest in PREP training for their staff members who work with pre-school handicapped children. Many indicated that the PREP training program would be highly useful in filling the specific needs for which it was designed. This is especially true as increased numbers of preschool programs for all children are initiated across the country. (According to Section 504 of the Rehabilitation Act of 1973, if park and recreation departments are receiving federal financial assistance and provide physical education and recreation services for non-handicapped preschool children, then they must, in turn, provide services for the preschool handicapped children.)

Project PREP staff also conducted a media evaluation (1978), undertaken through a survey of approximately 100 individuals representing park and recreation departments interested in possible initiation of programs for preschool handicapped children substantiated these results. (For complete survey results see Appendix B.) In this survey, 38 percent of the agencies responding provided programs for preschool handicapped children. Over half of those not yet providing such services planned to initiate programs by 1981. Over three-fourths of the respondants indicated that the materials have a "high" degree of usefulness in planning and implementation of programs for preschool handicapped children.

Project Goals and Perceived Benefits

The overall goals of the 36-month PREP project have been:

1. To develop and test a recreation program based on a life experience approach which emphasizes the motor, socialization, self-concept and language development of preschool handicapped children.
2. To develop and test the utility of a public park and recreation department in providing services for preschool handicapped children.
3. To assist public park and recreation agencies in developing programs designed to meet the recreation and physical education needs of preschool handicapped children.

In accordance with these goals, project activities were directed toward the completion of two sets of materials:

1. The PREP Manual, designed to assist recreation and physical education personnel in establishing the content of programs addressing the motor and associative learning needs of preschool handicapped children. The PREP Manual is composed of 27 fine and gross motor skills which have

been task-analyzed into three developmental levels. Illustrations are provided to describe present behavior as well as the behavior to be achieved. Accompanying each of the three levels is a set of life-experience activities which suggest tasks for teaching or practicing the skill. Games, reinforcement activities, language activities and equipment are recommended for each skill.

2. The PREP Implementation and Resource Guide, designed to assist recreation and physical education personnel in the planning and implementation of preschool programs based on the PREP model. It provides procedures for implementing the PREP model and includes sections on the motor, language, social, and emotional development of the preschool child. A special section on administration includes information on child identification, logistics, transportation, staffing, budgeting and resource development. The PREP Implementation and Resource Guide also provides resource information on funding and parent involvement.

It has been shown through the PREP research projects that preschool handicapped children whose early educational experience includes recreation and physical education derive a variety of benefits -- physical, emotional and social -- from exposure to the PREP program. Through the key elements of the PREP program, physical activity and purposeful play, the child's growth and development is stimulated and learning is fostered. Successful experiences serve to compliment a child's self-perception and to allow the child to learn at his own level of development through experiencing and improving skills.

Learning to participate in satisfying play experiences has helped to bring about positive attitudinal and behavioral change for a significant number of children participating in PREP. Pleasurable play-motor, language and socialization experiences have been shown to stimulate higher levels of achievement in these areas. Children who have participated in PREP demonstrate skills and abilities which bring respect and recognition from peer groups. It has been shown that such participation enhances the handicapped child's self-confidence and self-image.

The benefits of the Preschool Recreation Enrichment Program extend beyond providing meaningful motor and associative learning experiences to preschool handicapped children. PREP provides preschool handicapped children opportunities to grow, learn, and play in an environment conducive to their needs.

CHAPTER II

Review of Literature

This section will highlight current literature in the field of physical education as it relates to the development of the preschool child. Specifically, several sub-categories are discussed below. They are: early intervention; motor development programs in early childhood education; play; effects of motor development programs on children's self-concept; and, the value of motor development programs in early childhood development.

Early Intervention Program

The literature on child development is both voluminous and impressive in its emphatic plea for early intervention in the lives of handicapped children. The research and literature on early intervention is succinctly synthesized by Frost (1971) as he offers the following rationale for investing in early childhood education:

1. research with humans demonstrates pronounced effects on environmental stimulation during infancy and early childhood on development and school achievement;
2. longitudinal growth studies identifying the early years as the period of most rapid growth in human characteristics and the most susceptible period for learning or non-learning through experiential stimulation or deprivation;
3. movement from a stimulus-response view of intelligence to a perceptual, transactional theory of learning viewing potential and intelligence as modifiable by experience;
4. alleged success of the Montessori approach in effecting cognitive development in young (exceptional) children;
5. developmental studies of young children by Piaget; and
6. heartening experiences of educators, child development specialists, parents and other in on-going programs of early childhood education.

The current infant research of White and Brazelton of Harvard University, the work of Bruner (1976) and Hunt (1967) in educational psychology, the recent work of Lois Murphy (1976) and her colleagues--all attest to the recognition by acknowledged

experts of the tremendous importance of the early years of life. In fact, intervention programs for handicapped children have become quite numerous in the past 10 years and have been a part of the psychological and educational literature for decades. Reports have been made on intervention programs for the mentally retarded (Lyle, 1960; Goldstein, Moss, and Jordan, 1965; Giles and Wolf, 1966; Kugel, 1970), and the emotionally disturbed (Haring and Phillips, 1962; Lovaas, 1968; Hobbs, 1969). Using a predominantly operant paradigm, intervention programs with the retarded have taken place within the home (Risley and Wolf, 1966), the classroom (Harris, Wolf, and Baer, 1966), and the institution (Lent, 1968). Several of these intervention studies have been done with children who are under 3 years of age (Caldwell and Richmond, 1968; Schaeffer, 1969; Weikert and Lambie, 1971).

A survey of the literature in the area of remedial programming, existing nationally, for developmentally delayed multihandicapped preschool children is extensive and reflects national concern regarding the welfare of these children. Connolly and Russel (1976) in their study on early intervention among handicapped children conclude that early intervention helps the child in earlier attainment of development tasks and also assists the family. Stock (1975) reported on and reviewed eight model intervention projects that were funded to meet this need. The integration of the various professional areas of expertise into a multidisciplinary approach to intervention has been a concern for several authors: Wolpert (1976), Norton (1975), Patel (1974), Hosler-Bueler (1973), Brereton (1972). Kysela (1976) reports on a home and school approach to early education of handicapped children which involves development in cognition, language motor, self-help and social areas, as well as assessment, on-going evaluation, records and techniques of intervention.

Intervention through integration of preschool handicapped children into the "regular" classroom (i.e. Head Start and day care centers) has necessitated the development of programs to meet the unique needs of these children (Hollis and Newton, 1975; Watson, 1975.) (See Wynne (1975) and others for a review and analysis of the research literature in this area. Studies analyzing the handicapped child's response to various intervention settings have been conducted by Kais (1976) Peniston (1975), Smiley (1975), and Fine (1974).)

Motor Development Programs in Early Childhood

A survey of the literature on effects of motor development programs on development in early childhood reflects the importance of such programs for young

children (Montessori, 1912; Bidwell, 1970; Connor, 1965). The following are several longitudinal studies that exemplify the importance of movement in the cognitive/social development of young children. Montessori (1912) provided support of the importance of physical activity for the improvement of mental ability. Additionally, she established a school for economically deprived preschool children and its eventual success led to the establishment of schools throughout Europe and the United States which utilize the Montessori Method which included motor development as a prime concentration area.

Bidwell (1970) conducted a study in a Salt Lake City, Utah public school in which he investigated the effects of physical education on development. The results of this study indicated that movement activities did make a significant difference in the development of children enrolled in Head Start Programs at the school. Specifically, activities that made the difference included locomotor skills, non-locomotor skills, gymnastic and object control skills. Results from a study conducted by Connor (1965) with kindergarten children were similar to those cited by Bidwell (1970), in that he (Connor) studied the effect of gross and fine motor activities on reading achievement and intelligence of children ages 5-6, in a Michigan Public School. The results showed a significant gain (.01 level) in achievement of total readiness for the experimental group over the control group.

Lazroe (1968) conducted a study to examine the effect of motor training on the reading readiness of kindergarten children. Eight classes were randomly selected for the experimental program and eight classes served as control subjects. The experimental program consisted of prescribed gross motor activities for one-half hour daily over an eight week period. The participating teachers each had one control and one experimental class randomly assigned to them in a morning and afternoon session. It was concluded from this study that the inclusion of a systematic program of gross motor activities in the curriculum of kindergarten children significantly improved their readiness skills for reading.

The effect of a movement exploration programs on both physical fitness and motor ability of children in grades kindergarten to three was studied by Leslie (1969). Comparison was made of scores on the adapted Glover Physical Fitness Test for Primary Grades and on the Iowa-Brace Motor Ability Test for Elementary School. The experimental group of 205 subjects was taught a six-months program of movement exploration. The problem-solving approach was used for instruction. The control group of 214 subjects participated in a six-months traditional physical

education program. The explanation-demonstration practice method of teaching was used for this group. Pretests and posttests were administered. The results showed that both the control and the experimental groups improved significantly on the fitness items. The experimental group, however, scored significantly higher than the control group in total motor ability. From analysis of data the conclusion was drawn that a program emphasizing movement exploration contributed more positively to both physical fitness and motor ability than did the explanation-demonstration practice method of teaching.

Play

Play is an equally important aspect of a child's growth and development and although it defies description, play has been explained as a form of art--a product of pure imagination, a process whereby children prepare for work within an adult world, and an activity which allows the child to express emotions and satisfy desires that are denied in his real everyday life (Shiller, 1835; Groos, 1901; Seefedt, 1976).

It is a well established fact that play situations in which preschool children participate, serve a number of invaluable functions (Axlerod, 1969). Hartly, Frank, and Goldenson (1952) have formulated eight functions of play in their detailed observations of preschool children in a variety of settings; 1) to imitate adults, 2) to play out real roles in an intense manner, 3) to reflect relationships and experiences, 4) to express pressing needs, 5) to release unacceptable impulses, 6) to reverse roles usually taken, 7) to mirror adults, 8) to work out problems and experiment with solutions.

Play, according to Piaget, contributes to a child's intellectual development (Piaget, 1946). Play is as natural and important for the child as work is for the adult; therefore, it is imperative that the classroom teacher and others capitalize on the learning potential in play. Play provides the vehicle through which the child is learning to learn. It helps the child gain confidence through discovering how to come to terms with the world, to cope with life's tasks, and to master skills. A child's play is his way of exploring and experimenting while he builds up relations with the world and a greater understanding of himself.

Therefore, it is evident that the processes of play are essential for total growth and development. Furthermore, play is crucial for the developing handicapped child who frequently requires assistance in learning play skills.

Empirical data supports the theory that direct associations exist between play and cognitive growth and creativity (Sharp, 1969; Kagan, 1966; Elkind, 1969; Hunt, 1967; Courtney, 1973 and Murphy, 1962). Seefeldt (1976) points out that though play skills can be taught, educators frequently fail to facilitate play in the learning environment. Further, data collected on handicapped (mentally retarded) and non-handicapped children supports the view that play does not occur naturally in children (Seefeldt, 1976; Strommen, E., 1973). Instead play is a directed activity engaged in by children with a specific purpose in mind. The implication of these findings is that play should be an inherent part of preschool programs not only for handicapped children, but also for non-handicapped children as well.

Effects of Motor Development Programs on Self-Concept

Physical activity is an important aspect of a child's normal growth and development. A child's active interaction with his environment contributes to his self-concept, social skills and cognitive development.

Painter (1966) found that a program of rhythmic and sensory motor experiences brought about significant gains in body-image, perceptual motor integration and psycholinguistic competence in preschool children. Maloney, Ball and Edgar (1970), using moderately and severely retarded institutionalized males, reported that sensory motor and attention control training generalized to body-image development. Maloney and Payne (1970) found gains in body-image as a result of a sensory-motor training which remained stable over an extended period of time. Johnson and Fretz (1967) reported significant changes in perceptual motor skills of handicapped children after a physical development program. Johnson's (1968) work suggests that physical development may interact with self-concept body-image, social interactions and perceptual-motor development. Chasey, et. al. (1974), found that there was a significant increase in the number of subjects giving penetration responses on the Holtzman Inklot Technique for an experimental group, indicating a more positive body-image as a result of a physical development program.

Value of Motor Development Programs in Early Childhood

The value of motor development programs in early childhood education is reinforced by many writers and most recently by two federal mandates, PL 94-142

and Section 504 of the Rehabilitation Act of 1973. Wickstrom (1970) indicated that motor development encompasses the development of certain abilities which are essential to movement and the subsequent acquistion of motor skills. The abilities identified by Wickstrom were: running, jumping, throwing, catching, kicking, and striking. Identification of these abilities provides further evidence of the relationship of motor development to recreation activities. Wickstrom also reported that motor development which ordinarily occurs during childhood is the foundation of an almost endless process for developing motor skills.

Summary

The studies discussed in this section lend credence to the premise that recreation/physical education are a necessary and related educational service for preschool children, and, even more so, as an intervention tools for preschool handicapped children. The use of recreation/physical education as a technique to teach readiness skills has been proven and the need to continue is evident.

CHAPTER III

METHODS AND PROCEDURES

Overview

The following is a chronological sequence of project activities that led to the testing and development of the PREP model and materials. Each activity is outlined in accordance with the original proposal and the two subsequent continuation proposals. The major goal of developing a motor and associative learning life experience program for preschool handicapped children has been accomplished on schedule. The major activities during the 36 months of the project are described herein according to each project year.

In brief, the activities of the first year focused on the development of a prototype recreation program for preschool handicapped children, and the pilot testing of that prototype program. Major activities of the second year included an experimental study of the effects of the PREP Model with preschool handicapped children, and a revision of PREP materials based on evaluation data. In the third year, the revised PREP Model and materials underwent preliminary field testing, and final revisions were made to the materials. The project culminated with the completion and dissemination of two products, the PREP Manual and the PREP Implementation and Resource Guide.

YEAR I

Literature Review and Analysis

An analysis of techniques and materials relative to preschool motor and recreation programs for the handicapped was completed. Over 3,000 citations were screened and those pertinent to the stated objectives of the project were identified, abstracted and placed on file cards. These were categorized by appropriate descriptors so that the information could be easily retrived. The information collected was valuable in the development of the program and research design.

Over 400 assessment tools and measurement devices were screened as part of the literature search. They were categorized by developmental areas, to be rated by

top professionals in each field. The developmental areas incldued motor development, body image, language, self-concept and socialization. The highest rated instruments were utilized for assessment during the second year of the project.

Dissemination of Initial Project Information

In order to investigate assessment and prescriptive programming for preschool handicapped children, to observe and inspect appropriate curriculum materials currently in use, and to exchange information regarding Project PREP with experts in various related fields, the Project Staff visited several project sites during Year I.

1. Project PREP staff members visited the JFK Center for Research on Education and Human Development at George Peabody College in Nashville, Tennessee (July 24 and July 25, 1975). There, several programs of interest to the Project staff were observed. These included the Child Study Center, where diagnosis and prescriptive evaluation of children with various handicapping conditions was in progress; and the Toddler Project, which emphasizes the integration of Downs Syndrome children with non-handicapped preschoolers. These observations made a valuable contribution to the staff's knowledge of assessment and prescriptive programming for preschool handicapped children. In addition, the staff visited the Institute on Mental Retardation and Intellectual Development (IMRID). There, the facilities were observed and various programs were discussed with staff members. At one, the Regional Intervention Project for emotionally disturbed children, parent-child behavior modification training sessions were observed and information was gained on various ways in which parent volunteers were incorporated in the classroom. These observations were significantly helpful in developing strategies for working with parents.
2. Project PREP staff members attended the National Consortium on Physical Education and Recreation for the Handicapped in Lexington, Kentucky (August 18 - August 22, 1975). At that meeting, a presentation of PREP Project was made, and projected activities were discussed with other BEH Project Directors in recreation and physical education.
3. Project PREP staff members visited the Life Experience School in Sherborn, Mass., (August 29 and August 31, 1975). The staff was able to become acquainted with all aspects of the school's program through

observation of the facilities, discussion of the program with its staff, and exchanging reports and curriculum materials.

4. PREP staff members visited the Prince Georges County Early Identification Project in Capitol Heights, Maryland on September 9, 1975. The program was discussed with its Director, June Gallagher. The staffs discussed assessment procedures used to identify and place preschool handicapped children.
5. A paper entitled "Roundtable in Research on the Psychomotor Development of Young Handicapped Children" was presented by PREP staff members at a conference held at the University of Wisconsin, Milwaukee (September 25 - 27, 1975). The staff was able to benefit from discussions of past psychomotor research and future research needs by eminent professionals in the field. Discussions based upon the need for more research in psychomotor development on the preschool level, a need which the PREP project directly addresses.

Development of Program Objectives

In planning the prototype program, seven objectives were formulated, emphasizing the enhancement of motor and associative learning for preschool handicapped children through involvement in life experiences. The objectives for the prototype program were:

1. To develop and improve gross motor skills. Prescriptive learning experiences were planned for basic locomotor skills such as crawling, creeping, walking and running.
2. To develop and improve fine motor skills. Activities for improving eye-hand coordination skills such as grasping, drawing and building were designed. These activities were included to enhance motor development as well as to increase visual acuity, discrimination and tracking.
3. To integrate sensory and motor responses. The prototype program emphasized the development and improvement of such areas as: balance, rhythm, kinesthetic awareness, directionality, laterality and patterning.
4. To develop perceptual motor skills. Learning experiences in the areas of visual, auditory and sensory perception were included in the program.
5. To enhance language skills. The program was designed to encourage the child to improve both receptive and expressive language. Language stimulation activities were added to each skill.

6. To develop social skills. Through social interaction, play and games, the program attempted to improve the child's ability to relate to peers.
7. To enhance self-concept and body image. Experiences designed to promote individual success and emotional growth were included in the prototype program.

Designing the Prototype Program

During the first year, the basic program was designed, and a manual was developed to facilitate its implementation. Basic motor skills were identified for preschool children aged 3 - 5 years, and were categorized into two movement patterns -- body handling patterns and object handling patterns. These patterns were further broken down into basic skill areas such as locomotive, balance and visual-motor skills. The manual included steps for teaching fine and gross motor skills, as well as associated activities to stimulate language, socialization and self-concept development. In addition, variations to expand the skill and specific activities for parents to follow at home were included. Basic life experiences for preschool handicapped children were incorporated into the prototype program manual. The component parts of the program and the skills that were addressed in the initial program included:

Body Handling Patterns

Locomotor:
- creeping
- crawling
- gallop
- walking
- running
- climbing
- jumping
- rolling
- hopping
- skipping
- dancing

Balance Patterns:
- standing
- sitting
- twisting
- bending
- stretching
- swinging
- rotating

- constancy
- copying
- differentiation
- discrimination
- figure ground relationship
- tracking
- ocular pursuit
- patterning
- sequencing
- spatial relationships

Object Handling Patterns

Absorptive:
- catching
- carrying
- trapping

Propulsive:
- throwing
- striking
- pushing
- pulling

Eye-Foot Coordination:
- climbing stairs
- rope jumping
- motor planning
- motor sequencing
- tumbling

Spatial-Body Perceptions:
- bilateral activities
- body abstractions
- body awareness
- body localization
- identification of body parts
- imitation of body movements
- homolateral activities
- laterality activities
- self-identification
- sensory motor integration
- shape/size/form/differentiation
- unilateral activities

Tactile Development:
- active touch
- discrimination of textures - sizes, shape, form and material

Visual:
- acuity
- closure
- kicking
- lifting

Fine Motor:
- building
- coloring
- copying
- cutting
- puzzles/mazes
- drawing
- eating
- fitting forms and shapes
- grasping
- gripping
- hammering
- lacing
- manipulating
- stacking
- tapping
- tracing
- winding

Associated Learning:
- conceptual activities
- emotional development
- language development
- social development
- self concept
- personality
- body image

Pilot Testing

Each skill area in the manual was pilot tested with preschool handicapped children from the Hope Special Child Center, in Temple Hills, Maryland. The major objectives of the pilot test were to determine the usability of the prototype program with preschool handicapped children in a recreation setting, and to pilot test the materials. The total effectiveness of each skill area was tested during the pilot program. After each session the project staff met to discuss the efficacy of each area and to modify the specific skills according to their findings.

Results of Pilot Testing

As a result of the pilot testing, program materials were refined and the format for each skill was fully developed. Each skill was analyzed into ability levels. Activity steps for teaching the motor skill at each level were included in the program format. Associated activities to stimulate language, social and self-concept growth were included within each skill, as well as specific parent/child activities.

Advisory Council

An Advisory Council was selected and met two times during the first project year. The purpose of the Council was to advise the project staff on all matters related to Project PREP activities and development throughout the entire length of the project. The Advisory Council members were:

Jeanne Ackerman, M.A.
Lecturer
The George Washington University
Washington, D. C.

Stephen Anderson, Ph. D.
Professor of Recreation
University of Maryland
College Park, Maryland

Louis Bowers, Ph. D.
Professor of Physical Education
University of South Florida
Tampa, Florida

Bryant J. Cratty, Ed. D.
Professor and Director
Perceptual-Motor Learning Laboratory
Department of Kinesiology
University of California
Los Angeles, California

Bette Valenti (parent)
Visual Arts Specialist
The National Committee Arts for the Handicapped
Washington, D. C.

Fred Humphrey, Ph. D.
Professor of Recreation
University of Maryland
College Park, Maryland

Bob Janus, M. A.
Motor Development Specialist
Lincoln Resource Center
Lanham, Maryland

Linda Jones, B. S.
Therapeutic Recreation Supervisor
Montgomery County Recreation Department
Rockville, Maryland

June Gallagher, M.D.
Coordinator
Early Identification Project
Capital Heights Resource Center
Capital Heights, Maryland

Frances Kidd
Assistant Director
Program for Mentally Retarded and Physically Handicapped
District of Columbia Department of Recreation
Washington, D. C.

James Horgan, Ph. D.
Professor of Physical Education
Temple University
Philadelphia, Pennsylvania

Loretta Stallings, Ph. D.
Human Kinetics and Leisure Studies
The George Washington University
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Jeanne Snodgrass, Ed. D.
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The George Washington University
Washington, D. C.

Ann Swisher, M.A.
Coordinator
Special Populations Division
The Maryland-National Capital
Park and Planning Commission
Riverdale, Maryland

YEAR II

During year II, an experimental study was conducted to determine the effects of recreation-based programs for preschool handicapped children on fundamental motor-skill acquisition, as well as the associated areas of language, self-concept and socialization.

Two types of training programs were employed in this study. The first was the Preschool Recreation Enrichment Program (PREP), a structured, recreation-based motor and associative program which utilized everyday-life situations to foster learning and social interaction. This program emphasized learning one or two specific skills at a time, e.g. crawling and grasping. In addition to learning a specific motor skill, stimulation was provided for the development or improvement of language or social skills. After administering a criteria reference evaluation, each child was grouped according to skill level and was presented the skills at a level commensurate with his/her ability. Immediate, positive verbal reinforcement was provided for successful performance in each skill.

The second program was a parks-and-recreation summer program for preschool handicapped children. This program included arts and crafts, field trips, music, swimming, games, language exercises, etc. While it was thought that this program would augment the development of motor and associative skills, it was designed as a control to compare the general effects of physical activity, social interaction, and of increased attention -- the Hawthorne Effect -- against which the more specific effects of the PREP program could be measured.

The primary hypothesis was that preschool handicapped children exposed to either the PREP experimental program or the play-based recreation program (Hawthorne control group) would show gains in motor and language skills as measured by appropriate standardized tests; but that the experimental (PREP) group would show significantly greater gains in these skills than the control group. (See Appendix C for complete results of the experimental program.)

Method

Subjects for this investigation were thirty (30) preschool children, classified as mentally retarded, between the ages of 3 - 5 years, without severe physical handicaps. They were children enrolled in a summer recreation program, under the direction of the Special Services Division of the Maryland National Capital Park and Planning Commission, Riverdale, Maryland, during the summer of 1976. Three subjects were lost due to attrition, leaving twenty-seven (27) subjects ranging in age from 3.3 to 5.9 years. Of the subjects remaining, all were randomly assigned to one of two groups; (a) an experimental PREP group (N = 15) and (b) a control Hawthorne group (N = 12). The experimental group was provided a structured, behaviorally-oriented, recreation-based motor and associative learning program described above, while the control group was provided with a typical, play-oriented, recreation program offered by a parks-and-recreation department for handicapped children. Both groups were under the direction of qualified teachers. Teachers were randomly assigned to either one of the two groups, in a child/staff ratio of 4:1. The four teachers assigned to the experimental group were given pre-service and in-service training in the administration of the Project PREP program, while the three teachers assigned to the control group were given pre-service and in-service training in the administration of the typical recreation program designed for preschool handicapped children.

In order to examine the effect of the Preschool Recreation Enrichment Program in the specific affective areas of language acquisition, self-concept, socialization and gross and fine motor skills, and to provide a comprehensive evaluation which would meet appropriate statistical requirements, using norm-referenced standardized instruments, the following pre-test and post-test battery was administered:

A. The Preschool Attainment Record (PAR) combines an assessment of physical, social, and intellectual functions in a wide range appraisal of young children. Specifically evaluated are: ambulation, manipulation, rapport, communication, responsibility, information, ideation and creativity.

B. The Denver Developmental Screening Test (DDST) is designed to evaluate progress through four developmental areas: personal-social skills, fine motor adaptive skills, gross motor skills, and language skills.

C. The Receptive-Expressive Emergent Language Scale (REEL) is designed to provide early differential diagnosis of major disorders affecting

language development. Receptive and expressive language are assessed separately and provide an excellent index of a child's language capabilities.

This battery provides more than fifty (50) measures of specific skills considered most critical in normative development of preschool children. The pre-test battery was administered just prior to the implementation of the programs; the post-test was administered at their conclusion.

Programs were provided to both groups for three and one-half hours per day, five days a week, for six weeks. The experimental group received the PREP program which provided sequential training in ten (10) fine and eighteen (18) gross motor skills. In addition, the stimulation of language, social interaction, and self-concept was included. The control group participated in a program of arts and crafts, trips, swimming, singing, games, movement exercised, etc., as described above. Both programs were conducted in the same park and recreation facility in a neighborhood setting.

The data was analyzed through use of an analysis of variance (ANOVA) for a two-factor experiment (groups and trials) with repeated measures on trials (Ferguson, 1976). Follow-up tests were then performed for specific comparisons using the Newman-Kuels post-hoc procedure. Differences for which $p < .05$ were considered significant.

Results

Each variable measured by the test battery was subjected to analysis of variance and the main effects are presented in Table 1. They are described below under the heading of the appropriate test instrument.

Receptive-Expressive Emergent Language (REEL):

For expressive language, a groups by trials ANOVA with repeated measures revealed a trials main effect, with post-test scores higher than pre-test scores when both groups were considered together ($p < .01$). Follow-up t-tests showed a significant improvement from pre-test to post-test for the experimental (PREP) group only ($p < .01$), and not for the control group.

For receptive language, the ANOVA revealed a trials main effect for both groups, with an improvement from pre- to post-test ($p < .05$), and no significant group by trials interaction.

TABLE I

ANALYSIS OF VARIANCE SUMMARY TABLE[1]

		F-Ratios					
		Receptive Expressive Emergent Language (REEL)		Preschool Attainment Record (PAR)		Denver Development Screening Test (DDST)	
Source	df	Expressive	Receptive	Ambulation	Manipulation	Fine Motor	Language
PREP Group Vs. Control Group	1/25	1.83	0.63	2.53	1.43	1.02	1.25
Pre-Test Vs. Post-Test	1/25	14.37**	7.51	4.50*	28.36***	6.50*	14.63*
Group x Trials = Interaction	1/25	3.67	0.02	0.23	4.93*	8.01**	1.09

[1] ANOVA for a two-factor experiment (where the first factor is rows or groups, and the second factor is columns or tests) with repeated measurements on one factor (tests).

* p .05
** p .01
*** p .001

Preschool Attainment Record (PAR):

The ANOVA indicated no differences by groups on ATA-1 (skills passed per skill area), ATA-2 (skills passed per age level), and AQ (raw score interpretation according to age). No performance improvements were determined for the areas of rapport, communication, responsibility, information, ideation, or creativity.

For ambulation, there was a trials main effect (p .05) indicating a significant pre- to post-test improvement for both groups taken together, without a significant interaction between groups and trials.

For manipulation, there was a highly significant trials main effect (p .001) indicating a pre-to post-test improvement. A groups by trials interaction was also found (p .05), and follow-up t-tests for this interaction revealed higher post-test than pre-test scores for the experimental (PREP) group only (p .05).

Denver Developmental Screening Test (DDST):

For fine motor skills, the ANOVA revealed a trials main effect with pre-to post-test improvement (p .05), and a large group by trial interaction (p .01). Follow-up t-tests for this interaction revealed higher post-test than pre-test scores for the experimental (PREP) group only. For language, a trials main effect was found with pre- to post-test improvement (p .01), and no siginficant group by trials interaction.

Summary

In summary, receptive language (on the REEL), ambulation (on the PAR), and language (on the DDST) improved for both groups between pre- and post-testing. Expressive language (on the REEL), manipulation (on the PAR), and fine motor skills (on the DDST) improved significantly for the experimental (PREP) group only.

Discussion

The anticipated performance improvement in various parameters under study in both groups is partially supported by the significant improvement in ambulation (PAR), receptive language (REEL), and language (DDST) described earlier. Although maturation and test experience may have some influence, at least part of this improvement may be attributable to the experience common to both groups: that of a recreational program involving motor activity and language, as well as such non-specific factors as attention and social reinforcement. Since a blank control group

was not employed in this experiment, the relative importance of these factors cannot be determined from the present data. However, a major contribution from the specific contents of both programs is suggested by the fact that both included practice in such skills as sitting, standing, walking, running, climbing, jumping, etc., the performance on which makes up the ambulation score on the PAR. Language experience was also included in both programs.

The pre- to post-test improvement was greater for the experimental (PREP) than for the control (Hawthorne) group, for the variables of expressive language (on the REEL), manipulation (on the PAR), and fine motor skills (on the DDST). Although both groups were encouraged to verbalize, only the experimental (PREP) group had the language component built into their program, with the language activity closely associated with the on-going motor activity. Children were encouraged to talk and sing about what they were doing. Fine motor skills (including manipulation) comprise half of the PREP program, and the advantages of this program over a less-structured recreation program may be greater in this area than in the area of gross motor skills and ambulation.

Program Evaluation and Materials Revision

On-going program evaluation was conducted by the Project staff during the summer. Written critiques of the implementation and effectiveness of the programs were recorded twice weekly by the staffs of both the control and experimental groups. In addition, the supervisory staff monitored the experimental staff in terms of their effectiveness in implementing the program.

At the end of the six-week program, the staffs of both groups prepared child evaluations, which were sent to parents. The staff also prepared evaluations of the total program, which included in-service training, program planning, and supervisory assistance.

As a part of the experimental project conducted during the summer, 1976, progress reports were prepared for parents of the children in both the experimental and control groups. The reports were prepared by the program staff, and information taken from them was used to supplement the results of the experimental project relative to the effectiveness of the PREP program.

A performance checklist was used to assess ability in fourteen areas per a three-point rating scale: (1) Performs Well (2) Performs Adequately, (3) Needs Attention. The following areas were evaluated:

1. Ability to follow instructions
2. Relationship with peers
3. Emotional stability
4. Attention span
5. Frustration level
6. Relationship with specialists
7. Fine motor coordination
8. Gross motor coordination
9. Small group participation
10. Large group participation
11. Ability to play independently
12. Motivation
13. Willingness to participate
14. Ability to complete, follow through with tasks

The purpose of this analysis was to compare the perceived ability levels of the control and experimental groups after a six-week recreation program. A total of 35 instruments were completed, 20 from the experimental program and 15 from the control group.

Results showed that, for the most part, there were no significant differences between the experimental and control groups as observed by the staff. In two areas, however, significant differences did occur. In terms of fine motor coordination, there was a greater perceived improvement in fine motor skills for the experimental group than for the control group. This is consistent with the results of the experimental data previously reported in this section. In addition, there was a significant difference in favor of the experimental group for large group participation.

In order to further assess the effectiveness of the experimental project, each parent was asked at the conclusion of the program to evaluate various components of the summer session. The purpose of this evaluation was to determine the effectiveness of the program from the parents' point of view.

Transportation

All parents gave an overwhelming positive response to the bus transportation provided to the children. In addition to the bus driver, an aide was assigned to each

bus to assist and supervise the children during the trip to and from the recreation center. The logistics of providing transportation is difficult at best and not one parent indicated a negative response concerning this effort. It seems appropriate to list a representative sample of parental comments relative to the bus service drives and aides.

"Very Courteous" -- "The bus driver and aide were very kind to _____, and she was happy with them." -- "I was completely satisfied" -- "The bus driver was very kind to _____ and myself and so was the bus aide." -- "The bus driver was very nice." -- "Really beautiful persons." -- "Very patient and good with Wayne." -- "Driver very friendly."

Staff

It should be mentioned that all staff members for this project were very carefully screened. Staff members were selected from the fields of recreation, physical education and special education.

Every parent indicated that they had met the staff personally and most had talked to the staff numerous times on the telephone. Because most children were nonverbal, very few parents indicated that their child mentioned specifically positive or negative experiences that reflected the quality of the summer staff. However, many parents mentioned qualitative experiences that would indicate a positive child response to the program. The following is a representative sampling of such comments.

"Messages sent home were very helpful. Very courteous."

"They seemed very nice to every child and helpful to me."

"Very good"

"She enjoyed coming. She said it was cold at camp."

"I feel the staff helped _____ mentally. While in the program he was doing things I didn't have time to do with him."

"Loved the staff."

"Very helpful."

"_____ talked very nicely about the teachers and seemed to genuinely like them. He seemed very attached to _____ and other teachers."

Program

All but three parents indicated that they were kept informed of the activities that took place in the summer program. Two of the three indicated they were sometimes kept informed and the third did not answer the question.

Parents were asked if they noticed any changes in the child's behavior that they felt could be attributed directly to the program. Most parents checked yes to this question. Three respondents said that they didn't know and two said they didn't notice any changes in the child's behavior that could be attributed directly to the program.

Parents were asked if their child talked or did anything at home that reflected activities at the camp. Once again, most respondents answered in the affirmative indicating that there was carry over from the program to the home. Four parents said their children didn't talk about it and one respondent checked no.

The following table presents parents responses to the question of whether improvements in their child's behavior is physical, emotional, social and intellectual areas were observed.

	Yes	No	No Change	Worse
Physical	7	5	2	0
Emotional	5	5	4	0
Social	9	4	2	0
Intellectual	8	3	2	0

Although there were mixed responses to the parents perceptions, there is an indication that there were some positive changes reflected by the parents.

All parents agreed that they would recommend this program to a parent whose child had similar problems. This is a very positive endorsement for the PREP program.

The next section of the form provided space for the parent to make additional comments regarding the program. It seems appropriate to once again provide representative samples of the comments although very few of the parents made comments.

"The program helped _____ in learning to get up in the morning and get ready to go and to socialize with others."

"The only other comment I would suggest is since the children in this program have a handicap, why not have a medical staff member here at all times."

"Was in good spirits each day after camp and happy to go on the bus each day."

"As an enrichment program it serves the purpose. Needs more emphasis on language development."

"_____ enjoyed the program, and I have nothing against the program itself, but I have never been connected with a more disorganized system in my life. As a mother, I had nothing but trouble with clothes mix-ups, picture mixups, delays, etc."

"He can now play nicely with a group."

"Problem with misplaced clothing and paint stained clothing."

As is the case with this open-ended type question, responses were either very good or the respondent had a problem to "air." The negative comments it must be noted were of a logistical and not a program nature.

The final part of the instrument called for additional comments or suggestions the parent felt might benefit the program in the future. Again, most parents elected not to respond. The following is a representative sampling of the comments.

"Wish I could have had the number to call and come to spend the day."

"I wasn't informed what day _____ needed swimwear."

"I am very pleased with the program."

"_____ enjoyed camp very much. I feel it was a very pleasurable learning and fun experience for him. I certainly would enroll him again and recommend it to other mothers."

"Please instruct helpers on behavior management."

"Since I am not in daily contact with _____, I would appreciate hearing from the staff regarding any progress _____ might have made since they began working with her."

"Program should be longer."

"_____ seems more active, is talking better, talks more about what she did at camp."

Summary

Generally, the parent's evaluations were very supportive of the summer program. Parents felt that the PREP program resulted in positive social and intellectual growth and, to a lesser extent, physical and emotional growth in their preschool handicapped children. They felt that the program was well organized, and that there was effective communication with the staff. Very few negative comments were made, and most reflected problems such as dirty clothing, time schedules and the like. All relevant comments were evaluated, and whenever possible, program changes or modifications were made.

An extensive evaluation of the summer project and corresponding materials was conducted for the purpose of identifying specific "weak points." It was recognized that several components of the program manual required revision. As a result of evaluative suggestions, each fine and gross motor skill was criteria-referenced into four levels of performance. A checklist was designed to aid those implementing the PREP program in evaluating the progress of each child.

The language section of the manual was expanded to include verbal cues and statements appropriate for eliciting receptive and expressive language.

The Life Experience Activities were embellished as a result of the summer project, and, as recommended by the project's Advisory Council, these activities were categorized into four levels of difficulty to relate directly to the levels outlined in the evaluation component. Additions to this section of the materials were also influenced by the continual review of materials from related projects.

In conjunction with the Life Experience Activities component, the socialization element labeled "Games and Skill Expansion" was enriched to include a wide variety of experiences for preschool handicapped children. These were specifically designed to further skill learning, retention and growth. Subcomponents of the manual, i.e. equipment lists, songs, definitions, and references were also enriched to improve the quality and utilization of the materials.

To improve the instructional design of the program, it was recommended by the project staff and advisory Council that drawings be added to the basic materials. A professional artist, Ms. Sue Hart, was contracted to provide drawings for the fine and gross motor skills, which were then included in the manual. In addition, songs and games were added to complement each skill, in order to aid in teaching the skill itself, and to foster communication between the children and specialists. Many of these games and songs were developed by the project staff, or were adopted from existing songs and games to meet specific needs. Following the experimental program, these games and songs were reviewed by a panel of experts, and necessary revisions were made.

An Implementation and Resource Guide describing the use of the materials was drafted by the project staff. The guide outlined the planning and implementation of recreation programs for preschool handicapped children based on the PREP model.

Dissemination Activities

During Year II of the Preschool Recreation Enrichment Program project, various presentations were conducted, and a brochure describing PREP was distributed at the following meetings and conferences:

Prince George's County, Office of Coordination of Services to the Handicapped, Advisory Council Meeting, Cheverly, Maryland, September 22, 1976.

National Consortium on Physical Education and Recreation for the Handicapped, Eugene, Oregon, September 23 - 25, 1976.

National Consortium on Physical Education and Recreation for the Handicapped, Boston, Massachusetts, September 16, 1976.

National Recreation and Park Association Congress, Boston, Massachusetts, September 18 - 20, 1976.

National Therapeutic Recreation Society, Boston, Massachusetts, September 18 - 20, 1976.

Life Experience School Program, Boston, Massachusetts, September 18 - 20, 1976.

National Association for State Directors of Special Education, Annapolis, Maryland, September 27, 1976.

Workshop at Prince George's Community College on Alternative Lifestyles, Prince George's County, Maryland, October 30, 1976.

Workshop at Maryland Rehabilitation Center, Maryland Recreation and Park Society, Therapeutic Branch, Baltimore, Maryland, November 9, 1976.

University of Maryland, Recreation Department, College Park, Maryland, November 16 and 22, 1976.

Maryland National Capital Park and Planning Commission, Special Services Division, December 4, 1976, slide presentation at open house.

Office for Coordination of Services to the Handicapped, slide presentation and discussion.

National Recreation and Park Association, Mid-Atlantic Conference of Innovation Programming, February 2, 1977, overview of PREP Research Project - discussion of project scope, goals and objectives, and slide presentation.

American Alliance for Health, Physical Education and Recreation National Convention, March 25, 1977, comprehensive discussion of PREP Research Project, research results, display of curriculum materials.

Maryland National Recreation and Park Association Conference, Ocean City, Maryland, April 19, 1977, panel presentation - "Identification of Behavioral Objectives and Practical Evaluation Techniques."

In addition, the PREP slide show and presentation on the PREP research project was conducted at a training session for administrators of park and recreation departments on April 28, 1977, and was included in a training session for practitioners involved in park and recreation programs in May, 1977.

YEAR III

The primary objectives for the third year were to conduct preliminary field testing of the PREP program, and to revise the PREP Manual and the PREP Implementation and Resource Guide based upon evaluation data.

The PREP Manual and Implementation and Resource Guide were distributed to the preliminary field test administrators and implementors during orientation sessions. Those participating in the preliminary field test were required to plan and implement preschool programs based on the PREP materials. Data, in the form of written responses to questionnaires, surveys and anecdotal reports, were collected from both administrators and specialists on the effectiveness of the program and materials. After the implementation of the PREP program in each of the preliminary field test sites, the data was analyzed, and modifications were made accordingly.

Preliminary Field Test Activities

Consideration of the following factors lead to the selection and utilization of recreation centers in the Washington Metropolitan Area for conducting the preliminary field test of the PREP program:

1. Recreation directors in Maryland, Virginia and the District of Columbia who indicated an interest in participating in the preliminary field test of PREP.
2. Economic considerations supported preliminary testing of PREP in the Maryland, Virginia and District of Columbia area.
3. Logistics and communication considerations supported the coordination and management of the preliminary field test effort in the Washington Metropolitan Area.

A project liaison, identified from the respective recreation agencies was selected to monitor preliminary field test sites. This selection was based on the availability of the liaison to the project staff for the field testing, the position she/he held in the agency involved, and that person's expressed understanding and awareness of the needs of preschool handicapped children.

Prior to the implementation of the preliminary field test, the liaisons participated in an orientation session. The session focus was to provide those involved in the field testing programs with a rationale for the PREP program, and an orientation to the life experience approach to learning for preschool handicapped children. At the orientation session, the format for each dimension of the program, including motor, language and socialization components, the procedures and instruments to be used for implementing each of these dimensions, and the procedures and instruments for evaluating the implementation of the PREP program

and materials, were presented and discussed. In addition, organizations and agencies within the preliminary field test community which could provide assistance to the administrators during the testing were identified and additional resources thought to be useful to preliminary field test liaisons and specialists during the test period were provided.

The primary responsibility of the liaison was to coordinate field testing efforts in the agency by implementing program objectives during the prescribed field test period, arranging for orientation sessions in their particular agency, providing direct communication with project staff regarding field test efforts, and by collecting written reports and other data as necessary, and forwarding it to the PREP staff. Continuous communication was maintained with the liaisons, who were requested to provide direct input into the evaluation effort by assisting with formative and summative evaluation through this effort.

A total of five sites, in three different park and recreation agencies in the Washington, D. C. Metropolitan area participated in the preliminary field testing of the PREP program. Approximately 200 children and 30 recreation leaders and administrators were involved in these programs over a one year period. The agencies chosen as preliminary field test sites for the PREP program were:

District of Columbia Department of Recreation for Mentally Retarded and Physically Handicapped: An inner city recreation agency coordinated by Ms. Helen Jo. Hillman which provides extensive services for handicapped and non-handicapped preschool children residing in the Washington, D. C. area. The D.C. Department of Recreation conducts year round programs for preschool children.

Maryland-National Capital Park and Planning Commission (M-NCPPC): A suburban recreation agency which maintains a Special Populations Division for meeting the needs of handicapped populations. The Special Populations Division is directed by Ms. Anne Swisher. The division offers year-round preschool programs.

Montgomery County Recreation Department: Ms. Lina Jones coordinates the recreation activities of this suburban agency. Preschool programs are offered in the summer and the department is considering expanding these programs to include fall and spring sessions.

The preliminary field testing took place during the 1977-1978 school year. The project staff was in close contact with specialists implementing the PREP program at each site. Periodic visitations to specific recreation sites were made, in addition to meetings with program staffs. Where appropriate, direct consultation with

preliminary field test liaisons, administrators and implementors was made. Periodic work sessions were conducted to share problems and to map out strategies for problem solving. Technical assistance in the areas including assessment, planning and program implementation was provided to each site.

During the preliminary field testing period, the program staff, including liaisons and implementors, were asked to keep records on the children's progress, program development/implementation and utilization of the PREP materials. Evaluation forms, rating sheets and assessment tools were provided by the project staff. Child-oriented data was collected on the level of child participation; skill performance, tasks accomplishment/outcomes; and behavioral changes. Staff-oriented data collected by the project liaison included demographic data on implementors; daily and weekly program plans; weekly evaluations; data on the successful utilization of the PREP materials; and overall evaluation of the content and usability of the PREP materials.

To further determine the effectiveness of the PREP program, evaluation forms were completed by parents of children enrolled in preliminary field test programs.

Results of Preliminary Field Testing

Project liaisons at each of the PREP preliminary field test sites completed weekly evaluation forms to document the effectiveness of the PREP program and materials for use in a park and recreation agency setting. Summarized results indicate that initial difficulties encountered with the program materials were resolved as the staff became more familiar with their use. In planning activities for the PREP program, implementors were encouraged to utilize the PREP materials, and to focus on the areas of motor development, language acquisition and development, self-concept, socialization, and instructional activities. Where possible, activities combining these elements were to be used. In this manner, all aspects of learning could be included without being a primary focus.

For the most part the materials were used as a resource, with selected skills serving as a basis for teaching and reinforcing motor, language and social skills. The PREP materials were also used to identify games and activities for reinforcing particular skills. Occasionally, the program staff had the need to expand or adapted skills depending on the abilities and interests of the preschool handicapped children involved.

Language acquisition/development played an important role in the activities conducted each week. They were the major focus of activities 70% of the time. Songs, games and conversation were used to develop language skills in the children throughout the program.

Another focus of the PREP program, self-concept, was emphasized during 73% of the program time. Comments indicated that implementors felt that the preschool handicapped children in the preliminary field test programs needed continuous development in self-concept. Body awareness and mirror activities were used to meet this need, and an effort was made to emphasize success experiences for each child.

Socialization through interaction with both peers and implementors was a major focus of activities 81% of the time. Both structured and unstructured socialization experiences were provided for the children throughout the field testing period.

Instructional activities were the primary emphasis of program planning during 48% of the program time. Motor learning/refinement, including both fine and gross motor skills was a major focus 78% of the time.

The PREP materials most used by the staff during the field test sites for program planning were the PREP Manual and the weekly planning form; both used during 96% of the program. Daily planning forms were used during 63% of the program, and assessment forms were used during almost half of the program. The implementation guide was not found to be very helpful, and was used only for one-third of the program time.

Difficulties in planning were encountered by the specialists during 26% of the program. Primarily, difficulties were encountered during the first weeks of each program, and were subsequently resolved, as each child's level of development was determined through assessment. Some children involved in the preliminary field testing were discovered to have attained advanced levels of motor skills. In this situation, skills and activities were modified to reflect higher levels of performance. In other cases, it was not clear to the staff how planning for children with a variety of skill levels should proceed.

During 89% of the weeks of preliminary field testing, Life Experience Activities suggested in the PREP Manual were utilized. Most were successful with preschool handicapped children enrolled in the programs. In general, the least successful activities included buttoning, zipping, and drawing. Skill Expansion

Activity Steps suggested in the PREP Manual were utilized during 78% of the preliminary field testing period. Again, most were very successful. Some of the least successful included: pouring milk for making pudding and drawing different shapes and connecting them. Skills expanded to include activities for children at higher and lower levels of performance were running, catching, jumping, cutting, building and pouring.

Various methods for grouping children for participation in activities were utilized by implementors in the field test programs. Techniques outlined in the PREP Implementation Guide for grouping were employed by most programs. For the most part, both small and large groups were used, depending on the activity. For many activities a "learning center" concept for small groups was used; ability grouping was used to determine the small groups. Small groups were combined to form large groups, especially for games, reinforcement activities and to promote socialization.

Responses on the weekly evaluation forms indicate that difficulties in assessment were encountered only 19% of the time. Comments indicated that it was sometimes necessary to utilize two or three people, depending on the attention span of the preschool handicapped child being assessed. Finding time to complete the necessary assessment forms was also a problem for some of the implementors.

Implementors were able to adapt activities to elicit behaviors not demonstrated by the preschool handicapped children in their programs 85% of the time according to the weekly evaluation forms. Frequently, adaptations were made to challenge children to reach more advanced skill levels. Adaptations were also made to refocus activities, to reward verbal responses, and to address inappropriate behaviors.

The majority of the time, implementors participating in the field testing activities did not experience difficulty with short or long term planning, overall program implementation or assessment after a 2-3 week adjustment period. During the length of the field testing, the staff encountered difficulties in planning 22% of the time, implementation 26%, and assessment 7% of the time.

Specialists were given an opportunity to request additional training from the Project PREP Staff. More requests were made during the first 2-3 weeks of each program. Requests included use of informal assessment measures, skill expansion, swimming, arts and crafts, language facilitation and behavior management.

Parent Evaluations

A summary of parent evaluation forms from all preliminary field test sites indicates that, in general, parents were pleased with the PREP program and felt that it had a positive affect on their children. Parents were asked to evaluate transportation, staff, and the overall program, and to make any comments or suggestions they felt might benefit the staff for future programs.

Parents of preschool handicapped children enrolled in PREP preliminary field test programs were very pleased with the transportation provided. Some parents were concerned that the bus rides were too long, but almost all were favorably impressed by the competency, interest and friendliness demonstrated by both aides and drivers. These people represented a vital link between the program staff members and the parents, and were, therefore, very important to the success of the programs.

Over three-fourths of the parents were able to meet the staff of their child's PREP program personnally, throughout the course of the field testing. Others had communicated with staff members by telephone. Only 4% of those parents responding were not able to meet or communicate with the staff. Parents nights at each of the field test sites were instrumental in providing an opportunity for personal interaction between parents and staff.

According to parent evaluations, the preschool handicapped children enrolled in the field test programs expressed only positive feelings which reflected the quality of the staff; over half (55%) indicated that their children had expressed positive feelings toward the staff. Comments by parents showed that many of those children who did not mention the staff were non-verbal, but that they showed through their enthusiasm about "camp" that they were enjoying the experience. Parents who were able to meet staff members indicated that they seemed to be enthusiastic, capable, and personally interested in each child as an individual. The fact that each child was considered individually, and not just as "another kid at camp" impressed many of the parents. Also, many of those responding indicated that the Parents Night programs were greatly appreciated.

Parents indicated that they were kept informed of the activities that took place during the PREP preliminary field test programs, although 6% felt that this information was sometimes sporadic. Seventy-nine percent of the parents stated that their child was able to, verbally or otherwise, communicate information about activities conducted at the program; twenty-one percent indicated that their child did not talk about the program.

A large majority (79%) of parents of handicapped preschoolers in the PREP programs being field tested stated that they had noticed changes in their child's behavior which they (parents) attributed directly to the program. Eight percent indicated that they had not noticed any such changes, and 13% were unsure. When asked whether they had noticed, as a result of the program, any improvement in their child's behavior in specific areas, 77% indicated "social" improvement; 66% noticed "intellectual" improvement; 62% thought that their child showed "physical" improvement (especially in swimming and running) and 60% saw evidence of "emotional" improvement.

Every parent responding to the question (96% of respondents) said that they would recommend the PREP program to a parent whose children had problems that were similar to those of their child. Some had already recommended the program to other parents, others were impressed with PREP from both observation and review of the program materials. Many indicated that their child's communication skills had improved as a result of participation in the program; others indicated improvement in social skills.

Other comments reflected interest in parent involvement in the program. Many indicated an interest in obtaining directions to games played at the PREP program and attending regularly scheduled parent meetings. Some felt that their child did not bring home sufficient "work" to show progress, and felt that the program should concentrate more on "things children will need to know in school." For the most part, however, parents expressed positive feelings toward the PREP program and a deep appreciation for the progress demonstrated by their child.

Staff Evaluation of Preliminary Field Test Program

As part of the evaluation process, PREP staff members periodically monitored activities being conducted at each of the PREP preliminary field test sites. The results of these observation sessions were shared with implementors at the programs, in order to insure that the evaluation procedures would result in necessary revisions in the program.

A summary of site monitor forms completed during the preliminary field testing period shows that at each site visited there was a session plan, as well as a weekly plan outlining the focus of the program activities. Of the four major areas emphasized by the PREP program - motor skills, language, socialization and behavior - motor skills were the focus of the majority of the sessions observed by

monitors, with language skills also playing an important role. Comments from site monitors indicated that in some cases activities were not clearly related to the areas of focus, but that, for the most part, the implementors were successful in emphasizing the area of focus while also emphasizing associative learning. In addition, life experience activity steps outlined in the PREP materials were being utilized during all of the site visits.

The monitor reports indicated that implementors reviewed prerequisite skills as necessary at the majority of sessions observed, and that skills were presented in a natural developmental sequence. The activities presented were adapted to meet the needs of each child in almost all of the sessions observed. In many cases, additions to the activity were included to insure that participation in the activity was appropriate to the children's needs.

According to observations by the site monitors, about half of the sessions were thought to be "good" to "excellent" in motiviating the children, while the remaining half were "fair" to "poor." Ninety percent were rated "good" to "excellent" in establishing an appropriate learning climate via life experiences and recreational activities. The PREP staff monitoring the sessions indicated that there were some problems evidenced in moving from one activity to another, and rated 60% of the sessions "fair" to "poor" in "smoothness of transitions." In almost all cases where preparation was rated, it was "good." Comments revealed that, in some cases, the monitor was not a part of the planning session and therefore did not rate the staff on preparation. Those monitoring the session indicated that, in almost every case, the involvement of the children in all aspects of the session was "good," and that, in three-fourths of the sessions observed, the utilization of the environment was also "good."

In ninety percent of the sessions observed, the children's inappropriate behavior was handled "very appropriately" by the implementors. However, comments indicated that handling inappropriate behavior did present problems for some of the staff at the preliminary field test sites. It was suggested that information on this subject be included in the PREP materials.

In evaluating the learning environment of each session, the site monitors observed both large and small group activities at each session. A learning center concept was often followed, with the children divided into small groups, each group focusing on a specific skill. While summing up activities for each skill were observed at some of the sites, these activities were lacking in half of the sessions rated.

For the most part, the site monitors felt that the implementors at the preliminary field test sites were able to make the appropriate decisions in terms of selection of skills, review of related activities, prerequisite skills, and demonstration of activities. Some weakness was observed in the areas of skill expansion and summing up activities, indicating that the PREP materials were in need of expansion in these areas.

Socialization activities, games, language activities, and songs were utilized at each session observed, with varying success. Comments suggested that the children enjoyed most of the activities presented, and that at each observation site the participants were actively involved in learning and utilizing various skills.

The site monitors observed that, for the most part, the preschool handicapped children were attentive and cooperative rather than resistant and tired. They appeared to be challenged by the activities presented.

Media Evaluation by Staff of Preliminary Field Test Sites

A media evaluation by the staff at the preliminary field test sites was conducted as a part of the evaluation process during the third year. A summarization of the media evaluation forms from all of the field test programs indicated that the staff members felt that improvements could be made in the PREP materials.

The respondents were asked to rate various aspects and components of the Manual and Implementation Guide, using a scale of 1 (High) to 5 (Low) to indicate the degree of adherence to each criterion measure as evidenced in the PREP materials. The table below (Table 2) provides a summary, by percentages of the total number of evaluations received, of the ratings of the materials in each category.

Comments indicated that there was a need for an increase in activities to promote socialization and language development, as many of the preschool handicapped children in the preliminary field test programs did not have motor delays. The implementors seemed to feel that it would be helpful to expand skill levels to accommodate those children who could complete the skill activities as described.

Many of the implementors evaluating the PREP materials felt that there were too many forms to be completed, and that some were unnecessary. There was some confusion on the use of the assessment forms provided, resulting in limited usefulness of this form.

TABLE 2: MEDIA EVALUATION FORM: RATING OF ADHERENCE TO CRITERIA BY PERCENTAGE OF FORMS RETURNED (N = 15)

Criteria	Adherence to Criteria				
	High				Low
	1	2	3	4	5
I. MATERIAL					
1. Usability of Materials	7%	53%	27%	13%	-
2. Appropriateness for Recreation Specialist	20%	40%	20%	13%	7%
3. Appropriate for Handicapped Preschool Children	27%	27%	13%	20%	13%
4. Relevance to Preschool Recreation Program	53%	20%	14%	7%	7%
5. Ease of Implementation	20%	34%	27%	7%	13%
6. Adaptability	40%	27%	27%	-	7%
7. Self-Instructive	34%	27%	20%	20%	-
II. CONTENT					
8. Technical Quality and Style	7%	53%	34%	7%	-
9. Clariety and Reliability	34%	34%	20%	13%	-
10. Comprehensiveness	27%	47%	20%	7%	
III. MEASUREMENT AND EVALUATION					
11. Performance Objectives Clearly Defined	34%	27%	20%	20%	-
12. Expected Behavior Identified	27%	27%	40%	7%	-
13. Evaluation Measures Delineated	27%	20%	27%	20%	-
IV. FORMS					
14. Usability	27%	40%	20%	7%	7%
15. Clarity	13%	27%	20%	34%	-
16. Appropriateness	40%	27%	27%	-	7%

The majority (34%) of those responding stated that it took 7 to 10 days to feel proficient in implementing a preschool recreation program based on the PREP model. Another 20% indicated that it took 4 to 6 days. Thirty-four percent thought that additional training would have been helpful in implementing a preschool program based on the PREP model; an equal number of respondents thought that additional training would not have been helpful. Areas suggested for additional training included: administration/supervision - program implementation, planning and organization, and filling out forms; and activity areas - arts and crafts, swimming, music, dance, and behavior management. Suggested methods for providing this training were step-by-step manuals, a longer training workshop, and the use of both films and obervation.

Various suggestions of areas not covered in the training program which would be of value to others implementing PREP were made. These included adaptation of suggested activities, language activities, socialization activities, health/first aid briefing, and an increase in the amount of time spent planning and implementation.

The implementors listed the types of problems they encountered in implementing the PREP program. Many had difficulty determining the skill level of some of the children; there was a wide range of abilities represented among the participants, and problems were experienced in adapting skills to meet the needs of some children, especially those with advanced levels of motor development. Some felt that more language and socialization activities were needed.

It was suggested that the PREP monitors provide more assistance by increasing the amount of time spent at each program site, and by conducting problem solving and idea sharing sessions.

According to the overall evaluation, the PREP materials were used as a resource guide during 80% of the program. Suggested improvements in the materials included: expanding skill areas for children with higher and lower levels of performance; adding music for the songs; improving assessment forms; and adding more specific illustrations of the skill levels in the manual.

Seventy-three percent of the implementors indicated that they would recommend the PREP materials, especially for individuals working with preschool children who demonstrate motor delays.

In summarizing the implementors' suggestions for changes in the PREP model for implementation of future programs, an emphasis was placed on adapting the model for use with a variety of handicapped children, and on improving the directions to recreation personnel responsible for implementing the program.

Media Evaluation by Park and Recreation Agencies

In addition to the media review forms completed by the staff at the preliminary field test sites, a PREP media evaluation was conducted by the PREP staff through a survey of approximately one hundred individuals representing park and recreation departments interested in possible initiation of programs for preschool handicapped children (see Appendix B). The purpose of the evaluation was to determine the overall usability and appropriateness of the PREP materials, and to serve as a basis for final revisions to the PREP materials.

Those responding indicated that the PREP materials were appropriate (47%) or very appropriate (43%) for use in a general preschool recreation program, and very appropriate (64%) for use in recreation programs involving preschool handicapped children. The respondents stated that the PREP materials would be a useful resource: 57% indicated that they would be very appropriate as a resource for the recreation leader, 40% thought they would be appropriate. As a resource for the therapeutic recreation leader, 47% stated that the PREP materials would be very appropriate, another 40% indicated that they would be appropriate.

Comments received on the appropriateness of the materials indicated that while the materials were complete, easily read, well organized and provided many useful forms, there were areas in which improvements could be made. Some commented that the knowledge and average preschool motor skills were underestimated, and that preschool children, in general, have already progressed beyond the basic skills outlined in the materials. Some indicated that the appropriateness of the materials was related to the the child's handicapping condition. There was some question as to whether the performance objectives stated were broken down enough for short term objectives needed in an IEP. In order for the materials to be useful to the therapeutic recreation leader, some felt that the criteria for performance objectives and yearly plan would have to be more specific.

In terms of the usability of the materials, those responding to the media evaluation questionnaire indicated that the PREP materials would be very valuable (67%) in developing preschool recreation programs. The respondents felt that the PREP materials could be adapted (50%) or easily adapted (41%) to benefit other populations being served. The possibility of implementing a PREP program varied from possible (41%) to easy to implement (30%) to very easy to implement (23%). The majority of those evaluating the PREP materials felt that they could highly recommend (53%) or recommend (38%) them to others who might be interested.

Comments received on the usability of the PREP materials showed that the format and organization presented all necessary information in a usable manner, and that the materials could be used as an in-service training guide. The fine motor section was seen as particularly useful. For most, implementation would depend on funding, time, facilities, hiring of new staff, and provision of transportation for the children.

In terms of the overall opinion of the respondents toward the PREP materials, the majority completing the questionnaire rated the materials "high" in each of the eight categories listed. Eighty-three percent thought the PREP materials were highly appropriate; 74% that they had high usability; 81% thought that both relevance and comprehensiveness were high; and 78% indicated that the clarity was high. Sixty-nine percent stated that the technical quality was high, 67% that the adaptability was high. While most felt that the materials were very good, problems in implementation were seen: 57% rated implementation high, with 41% rating it average. In overall summary, however, 76% of those responding felt that the PREP materials had a high usefulness, and only 22% indicated that the materials had an average usefulness.

Suggestions for revisions included: packaging a more simple and condensed version; utilizing more specific evaluation criteria; increasing the detail in the summer or yearly plan; increasing the emphasis on the units on play; incorporating or modifying lower skill levels for severely handicapped children; including total listings of materials needed for suggested activities; including qualifications for implementors and how to involve volunteers; revising progress reports to parents; and covering areas of funding and needs assessment.

Materials Revisions

In response to the media evaluations by program staff and by park and recreation personnel, and in response to site monitor observations made throughout the preliminary field testing, revisions were made to the PREP materials. It was found that the PREP Implementation Guide was particularly in need of revisions. Two program assistants were hired to aid in the materials revision effort. Both were employed in PREP preliminary field test programs as implementors while working on revisions. Upon evaluating all data, the PREP Implementation and Resource Guide was extensively revised, and the directions for implementing the PREP model were detailed. The skill levels outlined in the PREP Manual were expanded, in response to

suggestions made by reviewers. All skills were expanded to include activities for children functioning at both higher and lower levels of performance.

Following the materials revisions made by PREP staff members, the final drafts were reviewed by a panel of five experts from the fields of recreation, physical education and special education. These experts were:

Bryant J. Cratty
Professor and Director
Perceptual-Motor Learning Laboratory
Department of Kinesiology
University of California
Los Angeles, California

James Horgan
Professor of Physical Education
Temple University
Philadelphia, Pennsylvania

Gordon O. Jensen
Physical Education Supervisor
Department of Public Instruction
Milwaukee, Wisconsin

Alma McPherson
Program Director, Early Childhood Recreation
Programs for the Mentally Retarded and Physically Handicapped
DC Department of Recreation
Washington, DC

Larry Riccio
Psychologist
Office of Civil Rights
US Department of HEW
Washington, DC

Comments from the panel of experts indicated that, in general, the materials were well written and were logically organized in a developmental fashion. It was felt that the fine motor section was particularly good. Some revisions were suggested in the gross motor sections, especially in the balancing skills. Some of the activities presented were thought to be too difficult for preschool children, some too simplistic. It was also suggested that the language activities needed improvement, especially for the stimulation of expressive language.

Final revisions were made by the PREP staff in response to the suggestions made by the panel of experts, and the PREP Manual and PREP Implementation and Resource Guide were completed.

Dissemination Activities -- Year III

During Year III, the PREP staff made various visits and presentations in order to disseminate information on Project PREP.

- A comprehensive discussion of the PREP research project was presented at the National Recreation and Park Association (NRPA) Mid-Atlantic Regional Conference on February 2, 1977. The results of the experimental project and the PREP materials were also discussed.

- A comprehensive discussion of the PREP research project was presented at the American Alliance of Health, Physical Education and Recreation (AAHPER) national conference on March 25, 1977. Results of the experimental project and the PREP materials were also discussed.

- An Advisory Council meeting was held on March 7, 1977 for the purpose of reviewing the PREP materials and future project activities.

- The PREP staff participated in a panel presentation entitled: "Identification of Behavioral Objectives and Practical Evaluation Techniques" at the Maryland Recreation and Parks Association (MRPA) Conference in Ocean City, Maryland, on April 19, 1977.

- The PREP Slide Show and discussion of the PREP research project was presented at a training session for administrators of park and recreation departments on April 28,1977.

- The PREP Slide Show and a discussion of the PREP research project was included during the Mid-Eastern Symposium on Therapeutic Recreation, Lanham, Md., May 12, 1977.

- The PREP Slide Show and a discussion of the PREP research project was included in a training session for practitioners involved in park and recreation programs on May 21, 1977.

Other dissemination activities included presentations at:

- National Advisory Council Meeting, Washington, D.C., September 8, 1977.

- National Recreation and Parks Association, (NRPA) national conference, Las Vegas, Nevada, September 27, 1977.

- National Association for the Education of Young Children, (NAEYC), regional meeting, Albany, New York, October 28, 1977.

- Virginia Recreation and Park Association, state meeting, November 14, 1977.

- The District of Columbia Department of Therapeutic Recreation (two presentations).

- The University of Maryland, Department of Recreation.
- Graduate Seminar in Adapted Physical Education at Penn State, April 1977.
- Maryland National Capital Park and Planning Commission, Special Populations Advisory Council and to parents of handicapped children.
- The State Department of Special Education, District of Columbia.
- Prince Geroge's County Board of Education and Motor Development Specialists.

In addition to these presentations, copies of the completed PREP Manual and PREP Implementation and Resource Guide were disseminated to 300 supervisors, directors and administrators of public park and recreation agencies currently providing or interested in developing recreation programs for preschool handicapped children.

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ANNEX

Attached to this final report are the following:

Volume I - PREP Implementation and Resource Guide

Volume II - PREP Manual

APPENDIX A

PARK AND RECREATION AGENCY SURVEY RESULTS

PREP SURVEY RESULTS

In order to determine the types of services currently being provided for preschool handicapped and non-handicapped children throughout the United States, a survey was conducted using a random stratified sample of park and recreation departments across the country by the PREP research project (April 1978). In addition to determining current levels of preschool programming, the survey sought an indication of whether those responding were planning to initiate preschool programs, and whether there as a need for in-service training and an interest in the PREP materials.

A total of 353 surveys were sent to park and recreation departments across the United States. The sample was determined by sending one questionnaire to each of the 85 cities or areas of over 100,000 people listed in the International City Manager's Association Yearbook, and to one out of every five cities or areas with a population of 100,000 or less listed, for a total of 268 surveys. The results of the survey were then tallied on the basis of population size. There were 53 reponses (62% response rate) from park and recreation departments serving more than 100,000 people, while 268 (77%) responded from those departments serving 100,000 or less. The response rate for the total number of surveys sent was 73%.

Agency Profile

In terms of the type of area and total population served by the agency responding, 90% of those serving over 100,000 people indicated that they are part of a city, with the remaining 10% encompassing either a city and county or a city, park district and a region. Eighty percent of these respondants stated that they serve a total population of 100,000 - 500,000; the other 20% serving upwards of 500,000 individuals. In classifying the area

served by the agency, 77% indicated that theirs is an urban area, 22% are suburban, and the remaining 1%, regional.

Of those park and recreation departments serving 100,000 or less inhabitants, 59% of the agencies responding indicated that they are in cities, with 17% stating that they serve a town, 7% are part of a park district, and the remaining 17% serve counties, villages, regions and other types of area divisions. Only 17% of the agencies responding serve populations of 500,000 - 100,000. Thirty-five percent serve 25,000 - 50,000; 47% serve 10,000 - 25,000 and only 1% serve less than 10,000 people. In terms of the classification of areas, 35% indicated that they are part of an urban setting; 46% are suburban. Only 5% are regional agencies, and 6% serve rural areas.

Other demographic data requested from the agencies concerned the approximate number of recreation program personnel employed, and the age ranges for which programs are being conducted. Thirty-five percent of those agencies serving over 100,000 indicated that they employ more than 200 individuals in their programs, with 17% showing that they employ from 0 - 25 people. Thirteen percent have from 26 - 50 employees. This differs markedly from data received from agencies serving 100,000 or less. In that category, 53% of those responding have from 0 - 26 employees, with 12% hiring from 26 - 50 people. A further breakdown of responses to this question can be seen in Table 1.

Agencies serving areas of more than 100,000 inhabitants, and those serving less people tended not to differ greatly in terms of age ranges for which programs are offered. Those serving larger populations had a higher percentage of programs for children under 5 years, and for people over 60; however, the percentages were close for programs for 5 - 18 years (over 100,000 - 92%; 100,000 and under - 89%) and were identical (90%) for programs for those aged 19 - 60 years (see Tabe 2).

Preschool Programming for Handicapped and Non-Handicapped Children

Those taking part in the PREP survey were asked whether services are currently being provided for any children under 5 years of age by their agency. Eighty-one percent of the park and recreation departments serving more than 100,000 people responding indicated that they do provide preschool programming; 19% indicated that they do not provide services for preschoolers (see Table 3). The largest percentage of those providing preschool services (39%) have a minimum age of 3 - 4 years. Another 17% indicated that the children need only to be 2 - 3 years old to participate in the agencies programs (see Table 4). Almost all of the preschool programs listed are funded by either taxes, fees, or a combination of the two. Only 2% indicated that some other method of funding is being used. This information is contained in Table 5.

Only 67% of the agencies serving a population of 100,000 or less indicated that they are currently providing recreation programs for children under 5; 33% stated that they are not providing such services at this time (see Table 3). Again, the largest percentage of those providing preschool (49%) require a minimum age of 3 - 4 years, 11% indicated that the children must be 4 - 5 years old in order to participate. A further breakdown of minimum ages for preschool programs is contained in Table 4. While 8% of these preschool programs are being funded by some other means, the great majority are funded through tax dollars, or by direct fees for the programs (see Table 5).

The agencies were then asked whether or not they currently provide recreation services for handicapped children under 5 years of age. Whereas 81% of those serving over 100,000 have some type of preschool program, only 32% reported that they have programs for handicapped preschoolers (see Table 6). Of those that do serve handicapped children under 5, 24% require

a minimum age of 2 -3 years, 24% state that the child must be 3 - 4 years old, and 29% serve only those children over 4 years (see Table 7). Again, the majority of these programs are funded through taxes and fees, with 5% relying on contributions to finance the programs. Figures are provided in Table 8.

Only 16% of the park and recreation departments serving 100,000 people or less currently provide programs for handicapped preschoolers (compared with 67% providing recreation programs for any children under 5). Seventy-four percent stated that they do not provide such services (see Table 6). Thirty-two percent of those presently serving handicapped preschoolers require that the child be 3 - 4 years old, with another 11% having a minimum age of 4 years. These figures are shown in Table 7. While the majority of these programs are funded through taxes and fees charged, 12% rely solely on other forms of funding, and 20% supplement taxes and fees with money from contributions, grants, and other sources (see Table 8).

The 53 park and recreation departments in areas with more than 100,000 inhabitants responding to the PREP survey indicated that they employ a total of 503 full and part time staff members for their preschool programs. This figure, as illustrated in Table 9, includes 63 part time and 27 full time employees for recreation programs for handicapped children under 5 years, and 224 part time and 189 full time staff for preschool programs for non-handicapped children. In order to determine the approximate number of people employed by all park and recreation departments serving over 100,000 people, these figures were adjusted for non-response. The resulting figures indicate that 102 part time and 44 full time employees serve handicapped preschoolers, and that 361 part time and 305 full time people are hired to work with non-handicapped children under 5, for a total of 812 employees.

A larger number of employees work in preschool recreation programs

indicated that they plan to initiate programs for handicapped children under 5, and approximately 32% of those responding to the question stated that they have plans to begin programming for non-handicapped preschoolers. Twenty-nine percent of the park and recreation departments serving 100,000 people or less indicated that they have plans for initiating programs for the handicapped preschoolers in their areas, and approximately 41% of those responding to the question stated that they would be starting programs for non-handicapped children under 5. These figures are contained in Table 13.

The majority of the agencies surveyed indicated that a tested, specialized program for handicapped or non-handicapped children would be useful to them. Seventy-five percent of those serving over 100,000 people, and 74% of those serving 100,000 or less answered this question affirmatively (see Table 14). The survey questionnaire then stated that Project PREP has developed and tested such a curriculum. Eight-one percent of the agencies serving over 100,000 and 82% of those serving 100,000 or less stated that they would be interested in receiving and reviewing the PREP program (see Table 15). Seventy-five percent of the park and recreation departments serving a population of more than 100,000 and 70% of those serving less people indicated that they would be interested in an opportunity for members of their staff working with preschool children to take part in a comprehensive training program developed and tested by Project PREP (see Table 16.)

Conclusions

Information received in the survey of park and recreation departments throughout the United States indicates that there is a recognizable need for increased programming for both handicapped and non-handicapped children under 5. While agencies serving larger populations tend to conduct more recreation programs for preschoolers, less programming is provided for this age group than for any other. Almost three-fourths of the agencies surveyed provide no

conducted by the 206 park and recreation departments serving 100,000 or less. Their responses to the survey indicate that 197 part time and 46 full time employees work in programs for handicapped children under 5, and 1001 part time and 149 full time people are employed in preschool programs for non-handicapped children - a total of 1393 employees (see Table 9). When these figures are adjusted for non-response, the total is increased to 9050 employees: 1280 part time and 300 full time in programs for handicapped children under 5, and 6500 part time and 970 full time in programs for non-handicapped preschoolers.

Of those agencies serving more than 100,000 people, 42% indicated that they have an established participant/leader ratio for their preschool programs, 34% indicated thay they do not (see Table 10). Thirty-five percent of the agencies serving a population of 100,000 or less stated that they have a minimum participant/staff ratio, while 20% of these agencies do not have such a ratio. Table 11 summarizes the participant/leader ratios required by both types of agencies for their preschool programs for handicapped and non-handicapped children.

The survey then asked whether the agency has a specialized program, or curriculum for the activities conducted for preschool handicapped children. In response to this question, 68% of those serving 100,000 inhabitants indicated that they do not have such a curriculum, while only 17% stated that there is a specialized program already in use. Of the agencies serving 100,000 people or less, about the same percentage, 67% indicated that they do not have a specialized program at this time. However, only 6% of these agencies stated that there is a specific curriculum in use in their preschool programs (see Table 12).

Of those serving more than 100,000 people who do not currently conduct recreation programs for preschool handicapped or non-handicapped children, 39%

recreational services for handicapped preschoolers in their area, although results indicate that this number will decrease as planned programs are initiated.

The agencies surveyed indicated that most do not have a specialized curriculum for their preschool programs currently being conducted. The majority stated that such programming would be helpful to them. The PREP materials were designed to fill this need, and survey results indicate that agencies across the United States, serving many different populations, are interested in receiving the Project PREP information for possible use in their preschool programs. A large majority of agencies surveyed also expressed an interest in PREP training for their staff members working with preschool children, indicating that the PREP training program will be useful in filling the specific staff training need for which it was designed. This is especially true as increased numbers of preschool programs for all children are initiated across the country.

Table 1: Approximate Number of Recreation Personnel Employed by Park and Recreation Departments, Percentage Distribution by Population Size (N=259)

Number of Employees	Population Size		
	100,000 or less	Over 100,000	Total
0 - 25	53%	17%	45%
26 - 50	12%	13%	12%
51 - 75	8%	4%	7%
75 - 100	6%	9%	7%
101 - 125	5%	2%	4%
126 - 150	4%	2%	3%
151 - 200	1%	4%	2%
Over 200	6%	35%	12%
(No Response)	(5%)	(13%)	(8%)

Table 2: Age Ranges for Which Recreation Programs are Currently Conducted, Percentage Distribution by Population Size (N=259)

Age Ranges	Population Size		
	100,000 or less	Over 100,000	Total
Under 5 years	65%	77%	67%
5 - 18 years	89%	92%	90%
19 - 60 years	90%	90%	90%
Over 60 years	75%	88%	78%

Table 3: Extent to Which Recreation Services are Provided for Children Under 5 years, Percentage Distribution by Population Size (N=259)

Recreation Services	Population Size		
	100,000 or less	Over 100,000	Total
Provided for children under 5 years	67%	81%	69%
Not provided for children under 5 years	33%	19%	31%

Table 4: Minimum Age Requirements for Participation in Recreation Programs for Children Under 5 years, Percentage Distribution by Population Size (N=180)

Minimum Age Range	Population Size		
	100,000 or less	Over 100,000	Total
0 - 1 years	7%	2%	6%
1 - 2 years	4%	9%	5%
2 - 3 years	10%	17%	11%
3 - 4 years	49%	39%	47%
4 - 5 years	11%	14%	12%
(No response)	(19%)	(19%)	(19%)

ble 5: Means of Support of Recreation Services Provided for Children Under 5 years, Percentage Distribution by Population Size (N=180)

Means of Financial Support	Population Size		
	100,000 or less	Over 100,000	Total
Taxes	10%	81%	27%
Fees	7%	53%	18%
Taxes and Fees*	69%	-	53%
Other (includes contributions)	8%	4%	8%
(No response)	(6%)		(5%)

ote: A greater percentage of programs provided by both agencies serving less than 100,000 and more than 100,000 may use a combination of tax dollars and fees collected for funding purposes.

ble 6: Extent to Which Recreation Services are Provided for Handicapped Children Under 5 years, Percentage Distribution by Population Size (N=259)

Recreation Services	Population Size		
	100,000 or less	Over 100,000	Total
Provided for handicapped children under 5 years	16%	32%	20%
Not provided for handicapped children under 5 years	74%	68%	73%
(No response)	(10%)		(7%)

Table 7: Minimum Age Requirements for Participation in Recreation Programs for Handicapped Children Under 5 years, Percentage Distribution by Population Size (N=51)

Minimum Age Range	Population Size		
	100,000 or less	Over 100,000	Total
0 - 1 year	9%	-	6%
1 - 2 years	3%	-	2%
2 - 3 years	6%	24%	12%
3 - 4 years	32%	24%	29%
4 - 5 years	11%	29%	18%
(No response)	(39%)	(23%)	(33%)

Table 8: Means of Support of Recreation Services Provided for Handicapped Children Under 5 years, Percentage Distribution by Population Size (N=51)

Means of Financial Support	Population Size		
	100,000 or less	Over 100,000	Total
Taxes	32%	88%	51%
Fees	12%	29%	18%
Taxes and Fees*	62%	-	
Other (includes contributions)	32%	5%	25%

Note: A greater percentage of programs provided by both agencies serving less than 100,000 and more than 100,000 may use a combination of tax dollars and fees collected for funding purposes.

Table 9: Number of Staff Members Currently Assigned to Recreation Programs for Children Under 5 years, by Population Size (N=259)

Type of Employee	Population Size		
	100,000 or less	Over 100,000	Total
Part time in Program for Handicapped	197 (1280)	63 (102)	260 (1382)
Full time in Program for Handicapped	46 (300)	27 (44)	73 (344)
Part time in Program for Non-handicapped	1001 (6500)	224 (361)	1225 (6861)
Full time in Program for Non-handicapped	149 (970)	189 (305)	487 (1275)
Total	1393 (9050)	476 (812)	2045 (9862)

Note: Figures in parentheses ( ) have been adjusted for non-response.

Table 10: Extent to Which Park and Recreation Departments Have an Established Participant/Leader Ratio, Percentage Distribution by Population Size (N=259)

Participant/Leader Ratio	Population Size		
	100,000 or less	Over 100,000	Total
Established by Agency	35%	42%	36%
Not Established by Agency	20%	34%	23%
Not Applicable	2%	-	2%
(No response)	(43%)	(20%)	(39%)

Table 11: Minimum Participant/Leader Ratios Established for Recreation Programs for Handicapped and Non-Handicapped Children Under 5, Percentage Distribution by Population Size (N=94)

Ratio	For Handicapped Preschoolers			For Non-Handicapped Preschoolers		
	Population Size			Population Size		
	100,000 or less	Over 100,000	Total	100,000 or less	Over 100,000	Total
2/1	3%	-	2%	-	-	-
3/1	1%	23%	6%	-	-	-
4/1	3%	14%	5%	-	-	-
5/1	4%	9%	5%	8%	-	6%
6/1	-	4%	1%	3%	18%	6%
7/1	-	4%	1%	3%	9%	4%
8/1	-	-	-	4%	14%	6%
9/1	-	-	-	-	4%	1%
10/1	-	4%	1%	6%	9%	7%
11-15/1	-	-	-	7%	18%	9%
16-20/1	-	-	-	4%	9%	5%
21-30/1	-	-	-	-	4%	1%
31-40/1	-	-	-	-	4%	1%
41-50/1	-	-	-	1%	-	1%
No response	(89%)	(42%)	(79%)	(64%)	(11%)	(53%)

ble 12: Extent to Which Specialized Curricula are Utilized in Recreation Programs for Preschool Handicapped Children, Percentage Distribution by Population Size (N=259)

Specialized Curriculum	Population Size		
	100,000 or less	Over 100,000	Total
Utilized in programs for handicapped Children under 5 years	6%	17%	9%
Not utilized in programs for handicapped children under 5 years	67%	68%	67%
Not applicable	5%	1%	4%
(No response)	(22%)	(14%)	(20%)

le 13: Extent to Which Agencies not Presently Conducting Recreation Programs for Preschoolers are Planning to Initiate such Programs within 3 years, Percentage Distribution by Population Size (N=188)

Programs for Preschoolers	Population Size		
	100,000 or less	Over 100,000	Total
Planning programs for handicapped	26%	39%	29%
Not planning programs for handicapped	45%	42%	44%
Not applicable	2%	2%	2%
(No response)	(27%)	(17%)	(25%)
Planning programs for non-handicapped*	approx. 41%	approx. 32%	approx. 39%
Not planning programs for non-handicapped*	approx. 56%	approx. 63%	approx. 57%
Not applicable*	approx. 3%	approx. 5%	approx. 4%

e: Figures represent percentages of responses to question rather than of totals.

Table 14: Extent to Which a Tested, Specialized Program for Preschool Handicapped Would be Useful to Park and Recreation Departments, Percentage Distribution by Population Size (N=259)

Curriculum	Population Size		
	100,000 or less	Over 100,000	Total
Would be useful to agency	74%	75%	75%
Would not be useful to agency	16%	15%	16%
Might be useful to agency	1%	2%	1%
(No response)	(9%)	(8%)	(8%)

Table 15: Extent to Which Park and Recreation Departments Express Interest in Receiving and Reviewing the PREP Program, Percentage Distribution by Population Size (N=259)

PREP Materials	Population Size		
	100,000 or less	Over 100,000	Total
Would be received by agency	82%	81%	82%
Would not be received by agency	11%	2%	9%
Are already in use by agency	-	6%	1%
(No response)	(7%)	(11%)	(8%)

Table 16: Extent to Which PREP Training Program for Preschool Program Staff Would be of Interest to Agencies, Percentage Distribution by Population Size (N=259)

PREP Training Program	Population Size		
	100,000 or less	Over 100,000	Total
Would be of interest to agency	70%	75%	71%
Would not be of interest to agency	18%	8%	16%
Might be of interest to agency	2%	6%	3%
(No response)	(10%)	(11%)	(10%)

APPENDIX B

PREP MEDIA EVALUATION RESULTS

PREP MEDIA EVALUATION RESULTS

A media evaluation, undertaken through a survey of approximately 100 individuals, representing park and recreation departments interested in possible initiation of programs for handicapped preschoolers, was conducted to determine the overall usability and appropriateness of the PREP materials. The materials were reviewed and evaluated by a sample taken from those attending the PREP training sessions held February 13 through 17, 1978 and from among various persons having expressed a willingness to review the materials. Completed surveys were returned by 58 of those evaluating the materials. The results of the questionnaires, and the suggestions made by the reviewers were used to make final revisions in the PREP program materials.

Identification

Background data was collected from those responding to the survey. Of those questioned, 45% serve a population of over 100,000, 35% serve from 10,000 to 50,000 people, and 15% serve 50,000 to 100,000. Forty-eight percent of the agencies responding classified the area they serve as urban, with 40% classifying themselves as suburban, and only 2% calling themselves rural. Another 3% indicated that they serve a mixed area.

The majority of individuals completing the survey forms (59%) indicated that they have been employed in the recreation field for more than 5 years. Another 24% have been in the field for 3 - 5 years, 9% have worked in recreation from 1 - 2 years.

Of the agencies responding, 69% stated that they currently conduct programs for handicapped children; 26 indicated that they do not provide such services. The ages served by the various programs differed widely. However, 43% of those answering the question showed that they serve handicapped persons from preschool age on up; 14% have programs for handicapped preschoolers through

age 21. Another 17% serve school age through elderly handicapped individuals, with 10% serving only school age through age 21. A breakdown of ages served by the agencies responding can be seen in Table 1.

Forty-three percent of the agencies questionned stated that they are currently providing recreation services for preschool children. Of the 23% not conducting preschool programs, 30% expect to initiate such a program within the next three years. Only 38% of those responding indicated that they are currently providing recreation programs for handicapped preschoolers; however, 57% of those not yet providing such services expect to do so within the next three years.

Evaluation

In the evaluation section of the survey, several questions relating to the usability, adaptability and appropriateness of the PREP materials for use in recreation programs and as a resource and guide, were asked. The first question asked how appropriate the PREP materials are for use in a general recreation program. Forty-seven percent of the agencies responding to the survey felt that the materials were appropriate. Comments by these respondents indicated that the materials contained many good ideas which could be expanded upon, gave an overview of sequential activities, and provided workable forms which could be useful in many other programs. Another 43% felt that the materials were very appropriate for preschool programs. They commented that they were complete, easily read and were well organized, adding that the content was appropriate to all preschool age children in regard to normal developmental skills. Only 8% stated that the PREP materials have limited appropriateness to general preschool recreation programs. Some commented that the knowledge and average preschool motor skills were underestimated, and that preschool children, in general, have already progressed beyond the basics initiated in the program. Others felt that the PREP program was too involved,

and that the increased cost per participant and larger staff requirements would limit its usefulness to a general preschool program in a community recreation setting.

Those completing the materials evaluation were then asked how appropriate the PREP materials are for use in recreation program involving handicapped preschool children. The majority of the agencies responding (64%) stated that the PREP materials were very appropriate for use with handicapped preschoolers. Their comments indicated that while some thought the appropriateness of the material was related to the child's handicapping condition, the materials were best suited for use with children with developmental delays or disabilities or with the low level retarded. Others stated that the materials were well written, and fill a real need in providing information on programs for preschoolers, and that the evaluation system of skills was particularly useful. Twenty-four percent of the individuals evaluating the materials stated that they are appropriate for use with the handicapped. They pointed out that the skill levels involved in the activities are vitally important, and that there is some question as to whether the performance objectives stated are broken down enough for short term objectives needed in an IEP. Some stated that the program would be more appropriate if supervised by a therapist or movement educator. Of the 7% indicating that the PREP materials had limited appropriateness for programs for handicapped preschoolers, some felt that the "day care" format would not meet the needs of recreation departments wishing to provide specific activity programs; that the materials were not suitable for children with severe physical handicaps; and that some of the age norms provided would have to be adapted for the handicapped.

In terms of the appropriateness of the PREP materials as a resource for the recreation leader, 57% stated that the materials were very appropriate, 40% that they were appropriate. Those indicating that the PREP materials were a

very appropriate resource commented that the sequential organization and descriptions of techniques were particularly helpful. They stated that the materials are helpful in the development of motor, social and language skills and that they gave a good indication of how children of a certain age will respond to programs. Those who stated that the PREP materials were appropriate also felt that they were well organized and contained good ideas, but felt that the materials tended to be too long, and too educationally oriented, and that some time estimates seemed inaccurate. Only 3% indicated that the PREP materials have limited appropriateness as a recreation resource. They pointed out that the appropriateness would depend on the area of involvement of the recreation leader, and that it would be difficult for the leader to break stated objectives down into more short-term objectives.

The fourth question asked was how appropriate the PREP materials are as a resource for the therapeutic recreation specialist. Forty-seven percent indicated that the materials were very appropriate, and that they could be adapted to meet specific needs. Another 41% thought that the materials were appropriate as a TR resource, especially if the therapist was dealing with problems in the areas presented. The format of the materials was seen as helpful, but some thought that the criteria for performance objectives and yearly plan would have to be more specific. Three percent of those responding indicated a limited appropriateness of the PREP materials as a resource for the therapeutic recreation specialist.

Next, the respondents were asked to comment on the value of the PREP materials in developing preschool recreation programs. Sixty-seven percent indicated that the materials would be very valuable, 33% that they would be valuable, the former commenting that the format and organization presented all necessary information in a usable manner, and the latter stating that

the materials would be useful as an in-service training guide and that the fine motor section would be particularly helpful in developing a meaningful preschool program. Many respondents commented that they are currently using the PREP materials as a resource, or are incorporating them into already existing programs.

In terms of the ability of the agency completing the questionnaire to adapt the PREP materials to benefit other populations being served, 41% indicated that the materials are easily adaptable, 50% that they are adaptable, and 2% that they are not adaptable. Some of the populations for which adaptations could be made, according to the respondents, are 6 - 7 year olds, school age handicapped children, TMR and severely retarded individuals, and the adult handicapped.

In answer to the question asking whether the agency responding could implement the PREP program, the largest percentage (41%) thought that implementation would be possible. Comments indicated that some of these respondents do not necessarily have an ongoing population of preschool children, and that the possibilities have not yet been actively explored. Others stated that implementation would depend on funding, time, facilities, hiring of new staff, and provision of transportation for the children. Thirty percent of the respondents thought that the PREP program would be easy to implement. Again, comments indicated that funding and hiring and training new staff would be the major obstacles. Another 23% indicated that the PREP program would be very easy to implement -- that, in fact, it would be an expansion of a current program, that it is already in effect, or that a specific target date has already been established. Three percent stated that implementation would not be possible, primarily because the agency does not provide direct services to the public.

The final question of the materials evaluation survey asked whether the evaluator would recommend the PREP materials to others in the field of recreation. Fifty-three percent of the respondents indicated that they would highly recommend the materials. Their comments indicate that there is a great need for such programs, that they have already shared the materials, and that they would especially recommend the PREP program to those who work with preschoolers or with developmentally delayed participants. Some recommended follow-up consulting services be made available. Thirty-eight percent stated that they would recommend the PREP materials, especially as a resource. Some commented that implementation would not always be easy or possible, and that adaptations would very likely have to be made. Another 7% thought that they would recommend the PREP materials with reservation. They commented that PREP is good, but that there are other programs to consider, that the program is somewhat limited in terms of ages served, and that an awareness session, along with the materials, would be desirable.

In terms of the overall opinion of the respondents toward the PREP materials, the majority completing the questionnaire thought that the materials were "high" in each of the eight categories. Eight-three percent thought that the PREP materials were highly appropriate; 74% that they had high usability; 81% thought that both relevance and comprehensiveness were high; and 78% indicated that the clarity was high. Sixty-nine percent stated that the technical quality was high, 67% that the adaptability was high. While most felt that the materials were very good, problems in implementation were seen: 57% rated implementation high, with 41% rating it average. In overall summary, however, 76% of the agencies responding felt that the PREP materials had a high usefulness, and only 22% that they had an average usefulness.

Suggestions for Revision

Overall, comments received on the summary rating of materials and suggestions for revision were positive statements regarding both content and format of the PREP materials. In addition, the following suggestions for final revisions were made by those evaluating the material:

- Package a more simple and condensed version.
- Use a more permanent binding for the manual.
- Become more specific in criteria (i.e. Catching what size ball? What distance? What angle? What height?)
- More workable reference scale to eliminate paging back.
- More emphasis on units on play (how to assess, prescribe, and strategies to initiate play).
- Include total listing of materials needed for suggested activities.
- Incorporate or modify simpler levels for severely handicapped children.
- Include better background of children in the program.
- Revise progress report to parents to further define terms — well, adequate, etc.
- Include qualifications for teachers and use of training volunteers.
- Cover areas of funding and needs assessment.

MATERIALS EVALUATION FORM

I. Identification

Population served: 10,000 - 50,000 = 35% 50,000 - 100,000 = 15%
over 100,000 = 45% No response = 5%

Would your municipality be classified as: Suburban = 40% Urban = 48%
Rural = 7% Combination = 3%
No response = 2%

Number of years employed in the recreation field:

5%	9%	24%	59%	
0	1-2 yrs.	3-5 yrs.	more	No response = 3%

Do you conduct programs for handicapped children? Yes = 69% No = 26%
No response = 5%

If yes, what ages are served:

All = 5 0-25 = 1
1 up = 1
2 up = 1
2½ up = 2 2½-21 = 1
3 up = 5 3-17 = 1 3-18 = 1 3-21 = 3 3 - 25 = 1
4 up = 1 4-54 = 1
5 up = 2 5-21 = 1
6 up = 3 6-15 = 1 6-21 = 3
8 up = 2
9 up = 2 — 9-18 = 1
Others 13-21 = 1 2½-7 and 21-60 = 1

Do you conduct programs for preschool children? Yes = 74% No = 13%
No response = 3%

Do you conduct programs for preschool handicapped children?
Yes = 38% No = 60%
No, but participate = 3%
No response 2%

If you are not presently conducting preschool programs, do you expect to start in the next 3 years for: Under study = 3%

(a) preschool handicapped: Yes = 57% No = 29% No response = 11%
(b) preschool children: Yes = 30% No = 62% No response = 8%

II. Evaluation

1. How appropriate are the PREP materials for use in a general preschool recreation program?

   43% Very Approp. 47% Approp. 8% Limited Approp. 0 Not Approp.

   2% No response

II. Evaluation (cont'd)

2. How appropriate are the PREP materials for use in recreation programs involving handicapped preschool children?

   64% Very Approp. 14% Approp. 4% Limited Approp. 0 Not Approp.
   No response 5%

3. How appropriate are the PREP materials as a resource for the recreation leader?

   57% Very Approp. 40% Approp. 3% Limited Approp. 0 Not Approp.

4. How appropriate are the PREP materials as a resource for the therapeutic Recreation Specialist?

   47% Very Approp. 41% Approp. 3% Limited Approp. 0 Not Approp.
   No response 3%

5. Would the PREP materials be valuable to you in developing preschool recreation programs?

   67% Very Valuable 33% Valuable 0 Limited Value 0 Not Valuable

6. Could your agency adapt the PREP materials to benefit other populations you serve?

   41% Easily Adaptable 50% Adaptable 0 Could not be Adapted
   2% Not Adaptable No response 2%

7. Do you believe that the PREP program could be implemented by your agency?

   23% Very Easy to Implement 30% Easy to Implement 41% Possible 3% Not Possible
   No response 3%

8. Would you recommend these materials to others in the field of recreation?

   53% Highly Recommend 38% Would Recommend 7% Recommend with Reservation
   0 Would not Recommend No response 2%

Overall	High	Average	Low	No Response
Appropriateness	83%	16%	-	(2%)
Usability	74%	24%	2%	
Relevance	81%	17%	-	(2%)
Comprehensiveness	81%	17%	-	(2%)
Clarity	78%	22%	-	
Technical Quality	69%	29%	-	(2%)
Ease of Implementation	57%	41%	-	(2%)
Adaptability	67%	31%	-	(2%)

Summary: 76% High Usefulness 22% Average Usefulness 0 Low Usefulness
No response 2%

APPENDIX C

RESULTS OF EXPERIMENTAL PROGRAM

EFFECTS OF A RECREATION-BASED MOTOR PROGRAM

ON MOTOR AND COGNITIVE SKILLS OF RETARDED PRESCHOOL CHILDREN

Physical activity and play are important for a child's normal growth and development. (Gordon, 1975; Piaget, 1962; Seefeldt, 1974.) A child's active interaction with his environment contributes to his motor and perceptual skills, as well as to his self-concept, social skills, and cognitive development. (Arnheim and Sinclair, 1975; Bruner, 1967; Cratty, 1970.) Such physical interaction is incorporated in several approaches to teaching retarded children and those with learning disorders; the systems of Montessori (1912), Kephart (1960), and Frostig and Horne (1964) are examples. In addition, there are several studies that have investigated the efficacy of specific motor oriented programs for promoting perceptual-motor and other skills (Johnson and Fretz, 1967; Painter, 1966; Maloney, Ball and Edgar, 1970; Maloney and Payne, 1970; Johnson, 1968; Chasey, et al, 1974). Significant changes in perceptual-motor skills of handicapped children after a physical development program were reported by Johnson and Fretz (1967). Painter (1966) found that a program of rhythmic and sensory motor experiences yielded significant gains in perceptual-motor integration, body-image, and psycholinguistic competence in preschool children. Maloney, Ball and Edgar (1970), employing a population of moderately and severely retarded institutionalized males, found that sensory-motor and attention-control training generalized to the development of a "body-image." Gains on measure of body-image remained stable after an extended period of time (Maloney and Payne, 1970.). There is some evidence in the work of Johnson (1968) that physical development may interact with self-concept, body-image, social interactions and perceptual-motor development. Chasey et al. (1974) discovered that responses of institutionalized mentally retarded children on the Holtzman Inkblot Technique indicated a more positive body-image as a result of a physical development program.

The above findings suggest that for children who demonstrate delays in motor, language, and social skills, properly designed recreation programs with an emphasis on fundamental motor skills could yield benefits which include gains not only in motor proficiency but also extend to cognitive areas as well. Such program intervention could be particularly crucial during the preschool years. This study was designed to examine the effects of recreation-based programs for preschool retarded children on fundamental motor-skill acquisition, as well as the associated areas of language, self-concept, and socialization.

Two types of training programs were employed in this study. The first is the Preschool Recreation Enrichment Program (PREP), a structured, recreation-based motor and associative learning program which utilizes everyday-life situations to foster learning

and social interaction. This program emphasizes learning one or two specific skills at a time, e.g. crawling and grasping. In addition to learning a specific motor skill, stimulation is provided for the development or improvement of language or social skills. After administering a criteria reference evaluation, each child in each small training group was presented the skills at a level commensurate with his ability. Immediate, positive verbal reinforcement is provided for successful performance in each activity.

The second program was a parks-and-recreation summer program for handicapped preschool children. This program includes arts and crafts, field trips, music, swimming, games, language exercises, etc. While it was thought that this program would provide some benefit, it was also designed as a control to compare the general effects of physical activity, social interaction, and of increased attention--the Hawthorne Effect--against which the more specific effects of the PREP program could be measured.

The primary hypothesis was that retarded children exposed to either the PREP experimental program or the less structured, play-based recreation program (Hawthorne control group) would show gains in motor and language skills as measured by appropriate standardized tests; but that the experimental (PREP) group would show significantly greater gains in these skills than the control group.

METHOD

Subjects for this investigation were thirty (30) preschool children, classified as mentally retarded, but without severe physical handicaps. They were children enrolled in a summer recreation program, under the direction of the Special Services Division of the Maryland National Capital Park and Planning Commission, Riverdale, Maryland, during the summer of 1976. Three subjects were lost due to attrition, leaving twenty-seven (27) subjects ranging in age from 3.3 to 5.9 years. Of the subjects remaining, all were randomly assigned to one of two groups: (a) an experimental PREP group (N=15) and (b) a control Hawthorne group (N=12). The experimental group was provided a structured, behaviorally-oriented, recreation-based motor and associative learning program described above, while the control group was provided with a typical, play-oriented, recreation program offered by a parks-and-recreation department for handicapped children. Both groups were under the direction of qualified teachers. Teachers were randomly assigned to either one of the two groups, in a child/staff ratio of 4:1. The four teachers assigned to the experimental group were given pre-service and in-service training in the administration of the Project PREP program, while the three teachers assigned to the control group were given pre-service and in-service training in the administration of the typical recreation program designed for handicapped preschool children.

A pre-test was administered just prior to the implementation of the training program, and the post-test was administered at the conclusion of the program. The test program applied consisted of the Bzoch-League Receptive-Expressive Emergent Language Scale, the Preschool Attainment Record, and the Denver Developmental Screening Scale. These assessment devices were selected on the basis of their ability to discern several specific motor, cognitive, and affective variables.

Programs were provided to both groups for three and one-half hours per day, five days a week, for six weeks. The experimental group received the PREP program which provided sequential training in ten (10) fine and eighteen (18) gross motor skills. In addition, the stimulation of language, social interaction, and self-concept was included. The control group participated in a program of arts and crafts, trips, swimming, singing, games, movement exercises etc., as described earlier. Both programs were conducted in the same park and recreation facility in a neighborhood setting.

The data was analyzed through use of an analysis of variance (ANOVA) for a two-factor experiment (groups and trials) with repeated measures on trials (Ferguson, 1976). Follow-up t-tests were then performed for specific comparisons using the Newman-Keuls post-hoc procedure. Differences for which $p \leq .05$ were considered significant.

RESULTS

Each variable measured by the test battery was subjected to analysis of variance and the main effects are presented in Table 1. They are described below under the heading of the appropriate test instrument.

Receptive Expressive Emergent Language (REEL):

For expressive language, a groups by trials ANOVA with repeated measures revealed a trials main effect, with post-test scores higher than pre-test scores when both groups were considered together ($p < .01$). Follow-up t-tests showed a significant improvement from pre-test to post-test for the experimental (PREP) group only ($p < .01$), and not for the control group.

For receptive language, the ANOVA revealed a trials main effect for both groups, with an improvement from pre- to post-test ($p \leq .05$), and no significant group by trials interaction.

Preschool Attainment Record (PAR):

The ANOVA indicated no differences by groups on ATA-1 (skills passed per skill area), ATA-2 (skills passed per age level), and AQ (raw score interpretation according to age). No performance improvements were determined for the areas of rapport, communication, responsibility, information, ideation, or creativity.

For ambulation, there was a trials main effect ($p < .05$) indicating a significant pre- to post-test improvement for both groups taken together, without a significant interaction between groups and trials.

For manipulation, there was a highly significant trials main effect ($p < .001$) indicating a pre- to post-test improvement. A groups by trials interaction was also found ($p < .05$), and follow-up t-tests for this interaction revealed higher post-test than pre-test scores for the experimental (PREP) group only ($p < .05$).

Denver Developmental Screening Test (DDST):

For fine motor skills, the ANOVA revealed a trials main effect with pre- to post-test improvement ($p < .05$), and a large group by trials interaction ($p < .01$). Follow-up t-tests for this interaction revealed higher post-test than pre-test scores for the experimental (PREP) group only. For language, a trials main effect was found with pre- to post-test improvement ($p < .01$), and no significant group by trials interaction.

In summary, receptive language (on the REEL), ambulation (on the PAR), and language (on the DDST) improved for both groups between pre- and post-testing. Expressive language (on the REEL), manipulation (on the PAR), and fine motor skills (on the DDST) improved significantly for the experimental (PREP) group only.

TABLE I

ANALYSIS OF VARIANCE SUMMARY TABLE[1]

Source	df	F-ratios: Receptive Expressive Emergent Language (REEL) Expressive	Receptive	Preschool Attainment Record (PAR) Ambulation	Manipulation	Denver Developmental Screening Test (DDST) Fine Motor	Language
[illegible] group vs. control group	1/25	1.83	0.63	2.53	1.43	1.02	1.25
Pre-test vs. Post-test	1/25	14.37**	7.51	4.50*	28.36***	6.50*	16.63*
Group x Trials = interaction	1/25	3.67	0.02	0.23	4.93*	8.01**	1.09

[1]ANOVA for a two-factor experiment (where the first factor is rows or groups, and the second factor is columns or tests) with repeated measurements on one factor (tests).

* $p < .05$

** $p < .01$

*** $p < .001$

DISCUSSION

The anticipated performance improvement in various parameters under study in both groups is partially supported by the significant improvement in ambulation (PAR), receptive language (REEL), and language (DDST) described earlier. Although maturation and test experience may have some influence, at least part of this improvement may be attributable to the experience common to both groups; that of a recreational program involving motor activity and language, as well as such non-specific factors as attention and social reinforcement. Since a blank control group was not employed in this experiment, the relative importance of these factors cannot be determined from the present data. However, a major contribution from the specific contents of both programs is suggested by the fact that both included practice in such skills as sitting, standing, walking, running, climbing, jumping, etc., the performance on which makes up the ambulation score on the PAR. Language experience was also included in both programs.

The pre- to post-test improvement was greater for the experimental (PREP) than for the control (Hawthorne) group, for the variables of expressive language (on the REEL), manipulation (on the PAR), and fine motor skills (on the DDST). Although both groups were encouraged to verbalize, only the experimental (PREP) group had the language component built into their program, with the language activity closely associated with the on-going motor activity. Children were encouraged to talk and sing about what they were doing. Fine motor skills (including manipulation) comprise half of the PREP program, and the advantages of this program over a less-structured recreation program may be greater in this area than in the area of gross motor skills and ambulation.

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APPENDIX D

ASSESSMENT AND EVALUATION FORMS

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL SERVICES DIVISION

PARTICIPANT INFORMATION SHEET

Child's Name: _____

Birthdate: _____ Age _____

Person Filling Out Form: _____
Position

Program: _____

Date: _____

Please rate and comment on the above child's behavior using the scale below.

N/O - Not observed
1 - Never
2 - Sometimes
3 - Most of the time
4 - All the time

1. _____ child will attempt new activities?
Comments:

2. _____ child easily accepts new situations and/or changes in routine?
Comments:

3. _____ does the child interact with other children in group situation:
Comments:

4. _____ does the child understand directions?
Comments:

5. _____ can the child follow directions?
Comments:

over

6. _____ does the child persist in completing a task?
Comments:

7. Does the child demonstrate skills in the following areas:
Please check and comment where pertinent.

Fine Motor Skills		Gross Motor Skills	
Grasping	_____	Body Awareness	_____
Stacking	_____	Balance	_____
Building	_____	Static	_____
Hammering	_____	Dynamic	_____
Pouring	_____	Creeping/Crawling	_____
Stringing	_____	Walking	_____
Drawing	_____	Rolling	_____
Cutting	_____	Pushing/Pulling	_____
Zipping	_____	Lifting	_____
Buttoning	_____	Throwing	_____
		Catching	_____
		Striking	_____
		Climbing	_____
		Running	_____
		Hopping	_____
		Kicking	_____
		Jumping	_____

8. How does the child communicate?

Comments:

over

9. Please list any activities the child particularly enjoys:

10. Is the child more comfortable in structured or non-structured situations?

    Comments:

11. What behavior management techniques are utilized (if any)?

    Comments:

12. What specific goals and behavioral objectives outlined in this child's school program would you like to see continued and enhanced in our program?

    Comments:

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL SERVICES DIVISION

Outline for Planning a Session:

Date: Group Location:

Activities Planned for the day: (Give a brief description of each)

Motor Development:

Language Development:

Socialization:

Objectives:

Equipment Needed and Costs (if any):

Objectives for Specific Children:

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL POPULATIONS DIVISION

PROJECT PREP

Long Term Planning Form/Monthly Plan

jectives: _____

Skills: _____

Dates: _____

M	T	W	Th	F

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL POPULATIONS

PROJECT PREP

SHORT TERM PLANNING FORM

NAME: _____

DATE: _____

CONCENTRATION AREAS/SKILLS: _____

TIME:		STRUCTURE OF ENVIRONMENT
	INTRO ACTIVITY:	
	MORNING ACTIVITY CENTERS (Games/Songs)	
	CULMINATING ACTIVITY	
	EVALUATION	

NAME: _____ LOCATION: _____

DATE: _____

THE MARYLAND-NATIONAL CAPITAL PARK & PLANNING COMMISSION
DEPARTMENT OF PARKS & RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL SERVICES DIVISION

PROJECT PREP

WEEKLY PLANNING FORM

TIME:	MONDAY	TUESDAY	WEDNESDAY
CONCENTRATION AREAS (Skills)			
INTRO ACTIVITY:			
MORNING ACTIVITIES: (Games/Songs)			
AFTERNOON ACTIVITIES: (Games/Songs)			
CULMINATING ACTIVITY:			
EQUIPMENT:			

(over)

TIME: CONCENTRATION AREAS: (Skills) THURSDAY FRIDAY:

INTRO ACTIVITY:

MORNING ACTIVITIES: (Games/Songs)

AFTERNOON ACTIVITIES: (Games/Songs)

CULMINATING ACTIVITY:

EQUIPMENT:

PPC/REC/SSD 7/13/77

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL SERVICES DIVISION

CRITERION REFERENCE SCALE

DIRECTIONS

This scale is designed to assess motor ability during regular activity sessions. The specialist should make every effort to be familiar with the performance objectives and focal points for each skill. The recreation specialist who guides the children through the skills should give specific information on how each skill is to be performed, and demonstrate if necessary. To insure understanding it may be necessary for the recreation specialist to initially guide the child's hands and feet through the skill. The important thing to determine with this scale is whether or not the child can do the skill and then to identify the level of achievement. Regardless of the amount of preliminary instruction necessary, if the child can eventually execute the skill, the performance should be scored as a success. With all gross motor skills, fatigue is an important consideration. It is recommended that the total scale not be administered during one evaluation period.

A total score or Motor Ability Quotient can be obtained from the Scale by adding the numerical value for each level, i.e., 4 points would be scored for Level IV, 3 points for Level III.

MATERIAL & TESTING FACILITIES

Special consideration should be given by the examiner to insure a suitable visual contrast between the item(s) or equipment used in the test and the background. Suggested items to be considered include the following:

1. Color of table top
2. Color of floor vs. color of line
3. Color of cubes vs. color of table top

MATERIAL & TESTING FACILITIES(Continued)

4. Color of beads vs. color of table top

5. Color of blocks vs. color of floor

Other suggestions include consideration of the table height for different sized subjects and different height of a suspended ball for different sized subjects.

The scale may be administered in a gym, multi-purpose room or outdoors. It has been demonstrated that all items where the child is not sitting at a table can be administered in a cleared area 10 feet by 10 feet. For the fine motor skills a table or desk and two chairs will be needed. Suggested test materials are listed below. After each item the skill number in which the item is used in the Criterion Reference Scale is given.

* * *

ITEM		SKILL NUMBER
C-R Scale		
Cardboard or woolen boxes	4"X6'	(2)(16)(21)
Cardboard or Wooden Boxes	2 X 6"	(2)(16)
Rug Square	10" X 12"	(2)
Balance Beam	6" X 4"	(5)
Beam	6"	(5)
Tape	6"	(5)
Table	24" X 24"	(6)(17)(18)
Rope	6'	(6)(15)
Platform	6' x 5'	(7)
Stroller		(8)
Wheeled Toy		(8)
Wagon		(9)
Foam Cube	10" X 10"	(10)
Foam Cube	6" X 6"	(10)
Chair	10 " high	(10)
Foam Ball	4" diameter	(11)(13)
Bean Bag	5" X 5"	(11)
Rubber Ball	10" diameter	(12)(18)
Cord		(12)(13)
Plastic bat		(13)
Climbing ladder		(14)
Climbing Steps		(14)
Wand	4'	(16)
High Chair	10" high	(17)(18)
Chip	1"	(19)
Blocks	10/1	(19)(20)

Ball	3" Diameter	(19)
Hammer		(22)
Nail	1½"	(22)
Cylinder	1"	(22)
Thumbtacks		(22)
Cups	4oz.	(23)
Pitcher	10oz.	(23)
Bowl	10" diameter	(23)
Cake Sheet	9 X 12	(23)
Crayon		(24)
Paper		(24)
Beads	10 - ½"	(25)
Cord	24"	(25)
Spools	10	(25)
Shoe laces	24"	(25)
Pipe Cleaner	12"	(25)
Right/Left Scissors		(26)
Paper		(26)
Markers		(26)
Double Handed Scissor		(26)
Jacket with Zipper	12"	(27)
Zipper Block		(27)
Sweater with buttons	1" buttons	(28)
Button and Button Board	3" buttons	(28)

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL SERVICES DIVISION

NAME: _____ MAQ: ___ ___ ___
DATE: ___ ___ ___

CRITERION REFERENCE SCALE
(GROSS MOTOR SKILLS)

1. BODY AWARENESS

Level IV ____ Child successfully identified 5 of 10 body parts (head, nose, ear, eye, mouth, arm, foot, toe, knee, leg)

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____ _____

2. STATIC BALANCE

Level IV ____ Child maintains stability while standing on a block.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____ _____

3. CRAWLING

Level IV ____ Child crawls across the room using cross lateral movements.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____ _____

4. CREEPING

Level IV ____ Child creeps across the room using opposite arm and leg movements.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____ _____

5. DYNAMIC BALANCE

Level IV ____ Child maintains dynamic balance while walking on a raised balance beam.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

6. WALKING

Level IV ____ Child walks across the room with ease and a smooth gait.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

7. ROLLING

Level IV ____ Child completes a 360 degree log roll from an extended position.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

8. PUSH

Level IV ____ Child pushes stroller while walking forward.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

9. PULL

Level IV ____ Child pulls a wagon across the room while walking forward.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

10. LIFTING

Level IV ____ Child lifts cube from the floor and carries it with ease while walking across the room.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

11. THROWING

Level IV ____ Child throws a ball across the room with fluid movement.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

12. CATCHING

Level IV ____ Child catches a tossed ball 2 out of 3 times.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

13. STRIKING

Level IV ____ Child strikes a suspended ball 2 out of 3 times using side arm pattern of movement.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

14. CLIMBING

Level IV ____ Child ascends and descends a ladder.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

15. RUNNING

Level IV ____ Child runs across the room rapidly.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

16. JUMPING

Level IV ____ Child jumps over a block.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

17. HOPPING

Level IV ____ Child hops successively 3 or more times on one foot.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

18. KICKING

Level IV ____ Child kicks a ball across the room.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

(FINE MOTOR SKILLS)

19. GRASPING

Level IV ____ Child picks up chip from flat surface using thumb and forefinger.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

20. STACKING

Level IV ____ Child stacks 6 - 10 blocks with continual movement.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

21. BUILDING

Level IV ____ Child builds multiple base structures.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

22. HAMMERING

Level IV ____ Child holds and securely hammers nail into wood.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

23. POURING

Level IV ____ Child pours from pitcher to cup with accuracy and control.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

24. DRAWING

Level IV ____ Child draws complete circle with continuous movement.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

25. STRINGING

Level IV ____ Child strings 10 beads with continuous movements.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

26. CUTTING

Level IV ____ Child cuts out complete circle with continuous movement.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

27. ZIPPING

Level IV ____ Child zips own article of clothing.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

28. BUTTONING

Level IV ____ Child buttons own clothing utilizing pincer grasp to hold button.

Level III ____ Highest Focal Point Achieved: _____

Level II ____ Behavioral Notations: _____

Level I ____

____ Motor Ability Quotient (MAQ)

PROJECT PREP

TRAINING NEEDS INVENTORY

DIRECTIONS: Please respond by either checking the appropriate space or writing a short comment.

1. Name: _____
Last First Initial

2. Address: _____
Street City State Zip

3. Name of Agency: _____

Job Title _____

_____

4. Does your agency have:

_____ preschool recreation programs

_____ integrated handicapped and non-handicapped program.

_____ Or other? _____
(Please specify)

5. Which handicaps are you working with?

_____ mental retardation
_____ learning disability
_____ physically handicapped
_____ speech delayed
_____ blind
_____ deaf
_____ multi-handicapped
_____ other _____
(please specify)

6. Average number of students in your program _____

7. Total number of children you are working with this year _____

8. Frequency of program meetings per week _____

9. Approximate amount of time alloted per program meeting _____

10. Please indicate the total number of children served by your agency: _____

Number of full-time staff: _____
Number of part-time staff: _____
Number of students: _____
Number of volunteers: _____
Number of parents: _____

11. Which of the following best describes the environment in which program operates?

a) ____ indoor activity area (such as classroom or meeting room)
b) ____ playground
c) ____ multipurpose room or gymnasium
d) ____ camp
____ combination: check a) b) c) d)
____ Other: _____

12. Please indicate the age distribution of the individuals you are working with this year by completing the following chart:

Number of Children	Age Group
____	0 - 2 years
____	3 - 5 years
____	6 - 10 years

13. If your agency is not now serving preschool handicapped, would you be interested in receiving training on the implementation of such programs?

Please indicate your academic preparation.

14. Check areas in which you feel you need more training.

Fine motor development _____ Parent Programs _____
Gross motor development _____ Social Development _____
Language development _____ Behavior Problems _____

15. Please list any other needs in relation to recreation for preschool handicapped children.

THANK YOU

PROJECT PREP

CHILD GAIN FORM

Child's Name: _____

Birthdate: _____ Age: _____

Person filling out the form: _____
Position

Program: _____

Date: _____

Please rate and comment on the above child's behavior using the scale below.

N/O - Not observed
1 - Never
2 - Sometimes
3 - Most of the time
4 - All the time

1. _____ child will attempt new activities?

Comments:

2. _____ child easily accepts new situations and/or changes in routine?

Comments:

3. _____ does the child interact with other children in group situations?

Comments:

4. _____ does the child understand directions?

Comments:

5. _____ can the child follow directions?

Comments:

6. _____ does the child persist in completing a task?

Comments:

7. Does the child demonstrate skills in the following areas:
Please check and comment where pertinent.

Fine Motor Skills		Gross Motor Skills	
Grasping	_____	Body Awareness	_____
Stacking	_____	Balance	
Building	_____	Static	_____
Hammering	_____	Dynamic	_____
Pouring	_____	Creeping/Crawling	_____
Stringing	_____	Walking	_____
Drawing	_____	Rolling	_____
Cutting	_____	Pushing/Pulling	_____
Zipping	_____	Lifting	_____
Buttoning	_____	Throwing	_____
		Catching	_____
		Striking	_____
		Climbing	_____
		Running	_____
		Hopping	_____
		Kicking	_____
		Jumping	_____

8. How does the child communicate?

Comments:

9. Please list any activities the child particularly enjoys:

10. Is the child more comfortable in structured or non-structured situations?

Comments:

11. What behavior management techniques are utilized (if any)?

Comments:

12. What specific goals and behavioral objectives outlined in this child's school program would you like to see continued and enhanced in our program?

Comments:

PROJECT PREP

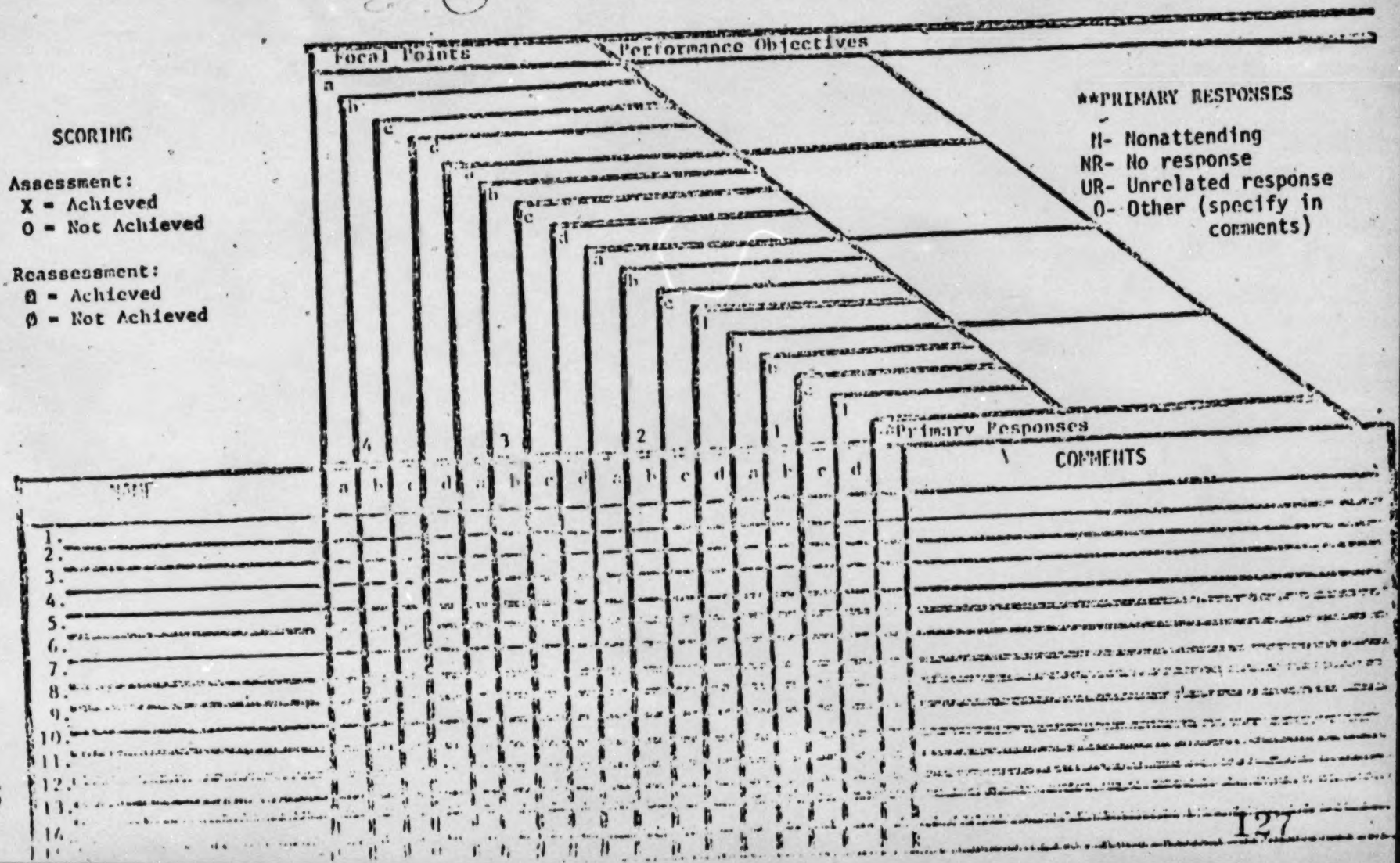
GROUP PERFORMANCE SCORE SHEET

GOAL/SKILL:

SCORING

Assessment:
X = Achieved
O = Not Achieved

Reassessment:
Ø = Achieved
Ø = Not Achieved



BENCH TESTING EVALUATION

(Specialist)

(Date)

Skills:

Specific Objectives:

Participants Evaluation:((a) motivation-attitude, (b) cooperation, (c) attention span, (d) relationship to authority figure, (e) signs of self concept, (f) ability to follow directions.

(1)

(2)

(3)

Verbalizations:

Interaction with Peers:

LESSON:

Was the time span appropriate for each activity?

Was level of difficulty for activity appropriate?

***If not, How did you modify lesson?

Successful Activities:

Weak points:

Suggestions for Revisement:

Cues and directions found valuable:

SESSION EVALUATION

Topic:_____ Coordinator:_____

Circle the appropriate response for each question. Feel free to add comments/ recommendations which might clarify your evaluation.

Recommendations/Comments

1. Did the session cover content material appropriate to the subject?

   yes no undecided

2. Was the presentation action-oriented? (i.e., could you apply what you learned?)

   yes no undecided

3. Was the content material presented logically?

   yes no undecided

4. Did the speakers seem to know their subject material?

   yes no undecided

5. Were the speakers interesting?

   yes no undecided

6. Was there enough time given for questions and discussions?

   yes no undecided

7. Should audio-visual aides have been used in this presentation?

   yes no undecided

8. If this presentation were to be given again, would you add anything? What? Why?

   yes no undecided

9. If this presentation were to be given again, would you subtract anything? What? Why?

   yes no undecided

10. Considering everything, how would you rate this rate this presentation?

    poor fair good very good

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL SERVICES DIVISION

PROJECT PREP

WEEKLY EVALUATION FORM

Name _____

Program Location _____

Week Of _____

Thank you for taking the time to file this report. Your comments will enable us to improve the effectiveness of the PREP materials for future use by park and recreation agencies.

Please check the most appropriate answer(s).

1. What amount of the weeks activities were drawn from the PREP materials?

___ all ___ most ___ some ___ none

Comments: _____

_____

2. What amount of the weeks' activities focused upon language acquisition/development?

___ all ___ most ___ some ___ none

Comments: _____

_____

3. What amount of the weeks' activities focused upon self-concept?

___ all ___ most ___ some ___ none

Comments: _____

_____

4. What amount of the weeks' activities focused upon socialization?

___ all ___ most ___ some ___ none

Comments: _____

_____

5. What amount of the weeks' activities focused upon instructed activities?

___ all ___ most ___ some ___ none

(over)

5. Cont'd-Comments: _____

_____

6. What amount of the weeks' activities focused upon motor learning/refinement?

___all ___most ___some ___none

Comments: _____

_____

7. Which of the PREP materials did the staff utilize in planning?

Curriculum ___yes ___no
Implementation Guide ___yes ___no
Assessment Forms ___yes ___no
Daily Planning Form ___yes ___no
Weekly Planning Form ___yes ___no
Comments: _____

_____

8. Were difficulties incurred in planning?

___yes ___no. If yes, what were they?

Comments: _____

_____

9. Were any of the Life Experience Activity Steps suggested in the PREP Curriculum utilized:

___yes ___no.

In general, which were most successful? _____

_____

In general, which were least successful? _____

_____

10. Were any of the Skill Expansion Activity Steps suggested in the PREP Curriculum utilized?

___yes ___no. Which were most successful? _____

_____

Which were least successful? _____

_____

(more)

1. How were children grouped for the majority of the weeks' activities?

___small groups ___large groups ___small and large groups

___by age ___randomly ___other ___ability grouping. Please explain.

_____

_____

2. Were difficulties incurred with assessment? ___yes ___no. If yes, what were they? _____

_____

3. Did the staff adapt activities to elicit behaviors not demonstrated by the child?

___yes ___no. How? _____

_____

4. Indicate areas, if any, in which the staff experienced difficulty?

Planning ___yes ___no ___undecided

Overall Program Implementation ___yes ___no ___undecided

Assessment ___yes ___no ___undecided

Comments: _____

_____

5. In what areas does your staff need additional training? _____

_____

_____

PROJECT PREP

IMPACT OBSERVATION FORM #1

MONITOR SPECIALIST: _____ DATE: _____

PROGRAM LOCATION: _____ NO. OF CHILDREN: _____

RECREATION SPECIALIST: _____

SKILLS: _____

I. CURRICULUM

1. Was there a session plan? ____ yes ____ no Was there a weekly plan? ____ yes ____ no

2. Were the activities appropriate to developmental level of the children? _____

_____

3. What areas did the session focus upon? (e.g. motor skills, language, socialization, behavior) _____

_____

4. Were activities related to the areas of focus? _____

_____

5. Were the life experience activity steps utilized? _____

_____

6. Did the children have prerequisite skills for the activity? _____

_____

7. Were prerequiste skills reviewed? _____

_____

8. Was there appropriate activities to meet the needs of each child? _____

_____

9. What modifications/additions of the Life Experience Teaching Steps planned and implemented? _____

_____

II. Specialist

Rate the Session on the following:

1. Motivating children

good fair poor N/A

2. Establishing appropriate learning climate via life experience/recreational activities.

good fair poor N/A

3. Smoothness of Transitions

good fair poor N/A

4. Preparation

good fair poor N/A

5. Involvement of children in all aspects of session.

good fair poor N/A

6. Utilization of the environment.

good fair poor N/A

7. Were modifications made when the session activities proved unsuccessful? Explain?_____

_____

8. How was children's inappropriate behavior treated?

very appropriately_____ little success_____

attempted, but no success_____ not handled_____

III. Learning Environment

1. Were there small and large group activities? ___yes ___no

Comments:_____

_____

2. How was the environment structured in large and/or small groups?

_____

_____

_____

3. Was there a summing up activity for the skill?_____

_____

4. Was appropriate decision made in terms of:

a) selection of skills:	___yes	___no	___undecided
b) review of related activities:	___yes	___no	___undecided
c) prerequisite skills:	___yes	___no	___undecided
d) demonstration:	___yes	___no	___undecided
e) expansion of skill:	___yes	___no	___undecided
f) summing up or culminating activity:	___yes	___no	___undecided

Comments:_____

_____

_____

_____

5. Which Socialization Activities/Games were implemented?_____

_____

_____

How successful?_____

6. Which language activities/key words/songs were utilized?_____

_____

_____

How successful?_____

7. Were children actively involved in learning and utilizing skills?

_____

_____

8. Were the children:

		COMMENTS:
Attentive:	____	_____
Cooperative:	____	_____
Resistant:	____	_____
Tired:	____	_____
High Active	____	_____
Low Active	____	_____

9. Was child evaluation considered in the session? If so, how was it indicated? _____

_____

_____

PREP - RESEARCH PROJECT

EVALUATION FORM (Preliminary)

Name (Optional) _____ Position _____ Affiliation _____

To what extent do these materials meet the following criteria? Please be frank in rating this review. Use the scale 1 to 5 to indicate the degree of adherence to each criterion measure as evidenced in the media product.

Criteria	Degree of Adherence High 1	2	3	4	Low 5
I. Desirability.					
1. Appropriate to needs of preschool children.	___	___	___	___	___
2. Appropriate for recreation programming.	___	___	___	___	___
3. Professional acceptance	___	___	___	___	___
4. Relevance to preschool recreation and motor education.	___	___	___	___	___
II. Practicality					
5. Usability	___	___	___	___	___
6. Adaptability	___	___	___	___	___
7. Feasibility	___	___	___	___	___
III. Content					
8. Relevance	___	___	___	___	___
9. Technical quality and style	___	___	___	___	___
10. Attractiveness	___	___	___	___	___
11. Clarity and Readability	___	___	___	___	___
12. Comprehensiveness	___	___	___	___	___

	1	2	3	4	5
IV. Measurement and Evaluation					
13. Goals clearly defined	___	___	___	___	___
14. Performance Objective adequately identified	___	___	___	___	___
15. Achievement Measures Cited	___	___	___	___	___
16. Criteria Reference Measures Delineated	___	___	___	___	___

V. Overall Evaluation

1. How might these materials be improved? _____

_____

_____

_____

2. Would you recommend these materials to be implemented by other public park and recreation agencies? ___Yes ___No

CHILD PROGRESS REPORT

Participant's Name_____ Program_____

Leader_____ Dates Covered_____

Below is a summary of the recreation activities presented to date. Checks (✓) indicate those activities participant enjoyed. We encourage continuation of these activities at home.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

In addition to developing recreation skills, our programs strive to encourage the following aspects of socialization.

	Very Good	Good	Satisfactory	Fair	Needs Improvement
1. Relationship with peers	( )	( )	( )	( )	( )
2. Relationship with leaders	( )	( )	( )	( )	( )
3. Attention span	( )	( )	( )	( )	( )
4. Ability to follow instructions	( )	( )	( )	( )	( )
5. Ability to play independently	( )	( )	( )	( )	( )
6. Small group participation	( )	( )	( )	( )	( )
7. Large group participation	( )	( )	( )	( )	( )
8. Contributes activity ideas	( )	( )	( )	( )	( )

Parent Program Evaluation

This project is interested in the reactions of parents to recreation programs. We would appreciate the completion of the following form.

Date: _____

Name of Program and Location _____

_____

Dates Attended _____

(1) How did you hear about this program?

_____friends; _____school; _____M-NCPPC; _____Recreation Dept.

Brochure; _____other, Please List

(2) Why did you enroll your child in this program? Please comment.

(3) To what degree has the program been able to fulfill your expectations?

Outstanding Excellent Satisfactory Fair Poor

(4) Have you, as a parent, had sufficient direct communication with program staff? _____yes _____no If not, what more could have been done?

(5) Were you kept informed of the programs' activities?
_____yes _____no _____sometimes. Please comment:

(6) Was each program session, _____too long; _____too short;
_____just right? Please comment:

(7) Was the entire length of the program, _____too long; _____ too short;_____just right. Please comment:

(8) Has your child made new friends in the program? _____yes _____no.

(9) Do you feel that the field trips (if applicable) were beneficial to your child? _____yes _____no. If not, why?

(10) In your opinion, how does this program rate, overall?

Outstanding Excellent Satisfactory Fair Poor Please comment:

(11) If this program is offered again, will you enroll your child? _____yes _____no; if not, why? Please comment:

PARENT EVALUATION OF PROGRAM

Your Name:_____ Your Child's Name:_____

Camp enrolled in:_____ Date:_____

I. BUSES:

(A) Was the bus generally: On Time_____ Late_____ Early_____

Additional comments you would like to make on transportation, the bus driver or the bus aid:_____

II. STAFF:

(A) Did you meet the staff at your child's camp: Personally _____
On the phone_____
Not at all _____

(B) Has your child mentioned any positive or negative experiences that reflect the quality of the staff?
Positive _____
Negative _____
Didn't mention _____

(Please use the back of the page to elaborate if necessary)

Additional comments regarding staff:_____

III. PROGRAM:

(A) Do you feel you were kept informed of the activities that took place in the program? Yes_____ No_____ Sometimes_____

(B) Did you notice any changes in your child's behavior that you feel could be attributed directly to the program? Yes_____ No_____ Don't Know_____

(C) Did your child talk or do anything at home that reflected activities at the camp? Yes_____ No_____ Didn't talk about it_____

(D) Did you notice, as a result of the program, any improvement in your child's behavior in the following areas?

	Yes	No	No Change	Worse
Physical	_____	_____	_____	_____
Emotional	_____	_____	_____	_____
Social	_____	_____	_____	_____
Intellectual	_____	_____	_____	_____

III. PROGRAM (cont'd.)

(E) Would you recommend this program to a parent who's child had problems that were similar to those of your child?

Yes _____ No_____ Only if program changed _____

Additional comments you would like to make regarding the program:_____

Please list any additional comments or suggestions you feel might benefit us next session.

PROJECT PREP

PARENT FEEDBACK INTERVIEW FORM

PROGRESS REPORT TO PARENTS

CHILD'S NAME _____ PROGRAM: _____

SPECIALIST _____ DATES COVERED: _____

	PERFORMS WELL	PERFORMS ADEQUATELY	NEEDS ATTENTION
1. Ability to follow instructions	( )	( )	( )
2. Relationship with peers	( )	( )	( )
3. Emotional stability	( )	( )	( )
4. Attention span	( )	( )	( )
5. Frustration level	( )	( )	( )
6. Relationship with Specialists	( )	( )	( )
7. Fine motor coordination	( )	( )	( )
8. Gross motor coordination	( )	( )	( )
9. Small group participation	( )	( )	( )
10. Large group participation	( )	( )	( )
11. Ability to play independently	( )	( )	( )
12. Motivation	( )	( )	( )
13. Willingness to participate	( )	( )	( )
14. Ability to complete, follow through with tasks	( )	( )	( )

SPECIALIST COMMENTS: _____

Did you observe any growth in the motor area or change that may be due to the program? Explain_____

_____

_____

Changes in Gross Motor Skills:_____

_____

_____

Changes in Fine Motor Skills:_____

_____

_____

Did you observe any growth in language skills that may be due to the program?

Explain._____

_____

_____

_____

Did you observe any changes in behavior that may be due to the program?Explain.

_____

_____

Changes in Socialization: _____

_____

Changes in Self-Concept: _____

_____

PROJECT PREP

DEMONSTRATION SITE PARTICIPANT EVALUATION FORM

Name: _____

Address: _____

_____

Phone: ( ) _____

Workshop Completed (date) _____

1. What is the age of the population with whom you work? Check all which apply.

a. Infants 0-2 ___
b. Preschool 3-5 ___
c. Children 6-8 ___
d. Youth 9-12 ___
e. Adolescent 13-21 ___
Young adults ___
f. Adults 22-45 ___
g. Older Adults 46-65 ___
h. Senior citizens 65-over ___

2. Type of handicaps (please specify further, if possible)

a. Developmentally Disabled _____
b. Emotionally disturbed _____
c. Physically handicapped _____
d. Socially disadvantaged _____
e. Speech delayed _____
f. Multiply handicapped _____
g. Other (please explain) _____

3. How many children do you serve in your work? _____

Of these, how many are handicapped? _____

PROJECT PREP

DEMONSTRATION SITE PARTICIPANT EVALUATION FORM

4. What type of position do you presently hold?

a. Administrator _____
b. College/university teacher and/or researcher _____
c. Consultant _____
d. Special class teacher _____
e. Motor specialist _____
f. Recreation specialist _____
g. Resource teacher _____
h. Supervisor _____
i. Leader _____
j. Community coordinator _____
k. Other (please specify) _____

_____

_____

5. In what type of setting do you work?

a. Community recreation center _____
b. Residential institution _____
c. Day-care organization _____
d. Preschool _____
e. Day school _____
f. Residential school _____
g. National recreation agency or branch office _____
h. Other (please specify)

_____

_____

PRESCHOOL RECREATION ENRICHMENT PROGRAM

WORKSHOP EVALUATION

NAME: _____ AGENCY: _____

POSITION: _____

Please check the appropriate response for each question. Feel free to add comments/recommendations which might clarify your evaluation.

Recommendations/Comments

1. Did the presentation cover content appropriate to the subject?

   yes____ no____ undecided____

2. Was the presentation action-oriented? (i.e., could you apply what you learned?)

   yes____ no____ undecided

3. Was the content presented logically in an organized fashion?

   yes____ no____ undecided____

4. Did the speakers seem to know their subject?

   yes____ no____ undecided____

5. Were the speakers dynamic in their presentation?

   yes____ no____ undecided____

6. Was there enough time given for quesitons and discussions?

   yes____ no____ undecided____

7. Were audiovisual materials used and effective?

   yes____ no____ undecided____

WORKSHOP EVALUATION

Recommendations/Comments

8. If this presentation were to be given again, would you want more information on any specific area?

   yes____ no____undecided____

   what area?

9. If this presentation were to be given again, would you delete anything?

   yes____ no____ undecided____

   what? why?

10. Considering everything, how would you rate this presentation?

    poor____ fair____ good____

    very good____ excellent____

11. What knowledge do you feel you have gained as a result of attending this workshop?

EVALUATION WORKSHOP

Recommendations/Comments

12. Do you feel proficient in implementing a preschool recreation program based on the PREP Model?

yes____ no____ undecided____

13. Do you believe additional training would be required for you to implement a preschool program based on the PREP Model?

yes____ no____ undecided____

14. In what areas would you require additional training?

15. What type of training would be most appropriate to your needs?

16. What problems do you anticipate in implementing a preschool program based on the PREP Model?

17. How may the project PREP staff provide additional assistance?

PROJECT PLAY — Recreation for the Handicapped
Maryland-National Capital Park and Planning Commission
Department of Parks and Recreation, Prince George's County
6600 Kenilworth Avenue, Riverdale, Maryland 20840

NAME OF RESPONDING AGENCY: _____

Address _____

Telephone (___) _____

Name of Responding Person _____

Title _____

AGENCY PROFILE (Check all that apply)

This Agency is part of a ___ City ___County ___Village ___Town ___ Park District
___ Region

Total population of area served is: ___Over 500,000 ___100,000-500,000
___ 50,000-100,000 ___25,000-50,000 ___10,000-25,000 ___ Under 10,000

General Classification of area served is: ___Urban ___ Suburban ___ Regional ___ Rural

Approximate number of recreation program personnel employed: _____

Age Ranges for which programs are conducted: ___ Under 5 years ___ 5-18 years
___ 19-60 years ___ Over 60 years

PLEASE RESPOND TO THE FOLLOWING QUESTIONS, CHECKING ALL ITEMS WHICH APPLY.

1. Does this agency presently provide recreation services for any children under 5 years of age? ___Yes ___ No Minimum age served _____

2. If "yes", how is the above program supported? ___ Tax supported ___ Fees
___ Contributions ___ Other

3. Does this agency presently provide recreation services for handicapped children under 5 years of age? ___ Yes ___ No Minimum age served _____

4. If "yes", how is the above program supported? ___ Tax supported ___ Fees
___ Contributions ___ Other

(Please continue on reverse side)

5. How many staff members are assigned to work with programs for children under 5 years of age: Programs for handicapped ___ Part-time ___ Full-time

Programs for non-handicapped ___ Part-time ___ Full-time

6. Is there a participant/leader ratio for your preschool program? ___ Yes ___ No

7. If "yes", what is the ratio? For Handicapped _____ For Non-handicapped _____

8. Does your agency have a specialized program (curriculum) for the activities conducted for pre-school handicapped children? ___ Yes ___ No

9. If you do not presently conduct recreation programs for pre-school handicapped or non-handicapped children are you planning to initiate such programs within the next three years?

For handicapped pre-school children ___ Yes ___ No

For non-handicapped pre-school children ___ Yes ___ No

10. Would a tested, specialized program (curriculum) for pre-school handicapped/non-handicapped children be useful to your agency?

___ Yes ___ No

11. Project PREP has developed and tested a specialized program (curriculum) for pre-school handicapped children adaptable for the non-handicapped, for staff guidance. Would you be interested in receiving and reviewing the PREP program?

___ Yes ___ No

12. Project PREP has developed and tested a comprehensive training program for staff personnel conducting programs for pre-school handicapped/non-handicapped children. Would you be interested in this type of training opportunity for members of your staff working with pre-school children?

___ Yes ___ No

Please attach any materials you have describing your programs for handicapped or non-handicapped pre-school children, and return as soon as possible.

THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION
DEPARTMENT OF PARKS AND RECREATION, PRINCE GEORGE'S COUNTY
SPECIAL POPULATIONS

PROJECT PREP

MATERIALS EVALUATION FORM

I - IDENTIFICATION

Title: Preschool Recreation Enrichment Program

Address: Project PREP
Special Populations
6600 Kenilworth Avenue
Riverdale, Maryland 20840

Phone: (301) 277-2200

Evaluator: (name)_____

Position: _____

Address: _____

_____

_____

Population served: (check appropriate box) 10,000-50,000___ 50,000-100,000___
over 100,000___

Would your municipality be classified as: suburban___ urban___ rural___

Number of years employed in the recreation field: ___ ___ ___ ___
0 1-2 yrs. 3-5 yrs. more

Do you conduct programs for handicapped children? Yes___ No___

If "yes", what ages are served?_____

Do you conduct programs for preschool children? Yes___ No___

Do you conduct programs for preschool handicapped children? Yes___ No___

If you are not presently conducting preschool programs, do you expect to start in the next 3 years for:
(a) preschool handicapped: Yes___ No___
(b) preschool children: Yes___ No___

PPC/PR/SP 3/78

II - EVALUATION

The following section examines the overall usability and appropriateness of the PREP materials. After carefully reviewing the PREP materials, please answer the following questions:

1. How appropriate are the PREP materials for use in a general preschool recreation program?

___Very Appropriate ___Appropriate ___Limited Appropriateness ___Not Appropriate

Comments:_____

_____

2. How appropriate are the PREP materials for use in recreation programs involving handicapped preschool children?

___Very Appropriate ___Appropriate ___Limited Appropriateness ___Not Appropriate

Comments:_____

_____

3. How appropriate are the PREP materials as a resource for the recreation leader?

___Very Appropriate ___Appropriate ___Limited Appropriateness ___Not Appropriate

Comments:_____

_____

4. How appropriate are the PREP materials as a resource for the therapeutic recreation specialist?

___Very Appropriate ___Appropriate ___Limited Appropriateness ___Not Appropriate

Comments:_____

_____

5. Would the PREP materials be valuable to you in developing preschool recreation programs?

___Very Valuable ___Valuable ___Limited Value ___Not Valuable

Comments:_____

_____

6. Could your agency adapt the PREP materials to benefit other populations you serve?

___Easily Adaptable ___Adaptable ___It could not be Adapted ___Not Adaptable

7. Do you believe that the PREP program could be impelemented by your agency?

___Very easy to implement ___Easy to Implement ___Possible ___Not Possible

Comments:_____

_____

8. Would you recommend these materials to others in the field of recreation?

___Highly Recommend ___Would Recommend ___Recommend with reservation ___Would not recommend

Comments:_____

_____

Please indicate your overall opinion of the PREP Materials:

Appropriateness	☐ High	☐ Average	☐ Low
Usability	☐ High	☐ Average	☐ Low
Relevance	☐ High	☐ Average	☐ Low
Comprehensiveness	☐ High	☐ Average	☐ Low
Clarity	☐ High	☐ Average	☐ Low
Technical Quality	☐ High	☐ Average	☐ Low
Ease of Implementation	☐ High	☐ Average	☐ Low
Adaptability	☐ High	☐ Average	☐ Low

Summary Rating of Materials:

☐ High Usefulness ☐ Average Usefulness ☐ Low Usefulness

Suggestions for Revisions:_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance. Please return completed form in the enclosed enveloped.

Mr. Lutzia—

Our evaluation form was returned in May to your Commission. Because Ms Day is no longer employed by the township, we found it necessary to have the PREP Resource & Implementation Guide evaluated by Mrs. Jean Badger, a township school teacher. Please check your records for a copy of Mrs. Badger's evaluation.

Sincerely,

Susan Badger
Asst. Director
Upper Dublin Parks & Recreation